

Building a Strong Foundation for School Success: Kentucky's Early Childhood Continuous Assessment Guide

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This is the second document in the series
Building a Strong Foundation for School Success

Kentucky's Early Childhood Standards (Summer, 2003)
Kentucky's Early Childhood Continuous Assessment Guide (Summer, 2004)
Kentucky's Early Childhood Quality Self-Study (Fall, 2004)

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Introduction

In 2000, the Kentucky General Assembly passed legislation establishing the KIDS NOW early childhood initiative. The KIDS NOW early childhood initiative has numerous program components designed to help Kentucky realize the following vision.

All young children are healthy and safe, possess the foundation that will enable school and personal success, and live in strong families that are supported and strengthened within their communities.

The programs initiated through KIDS NOW have been designed to address four major areas: assuring maternal and child health, supporting families, enhancing early care and education, and establishing a support structure. To assist with the process of measuring outcomes associated with the KIDS NOW early childhood initiative, Four Key Dimensions for Success were identified and processes for measuring success in these dimensions were developed. The Four Key Dimensions include state level indicators of success, environmental standards, personnel competencies, and child standards.

State Level Outcomes and Indicators are designed to measure the overall success of the state in meeting the needs of young children and their families. The state indicators include three broad outcomes: a) children possess the foundation to succeed in school; b) schools ensure children's continuous progress; and c) families and communities support lifelong learning. Each outcome includes specific indicators that are measured on an annual basis. For information about the state indicators, contact the Division of Early Childhood Development at 502-5648341.

Environmental standards are designed to raise the quality of programs that provide care and education for young children and support positive outcomes for children and families. These standards are included in the STARS for KIDS NOW Quality Rating System. Standards encompass five major areas: ratios, curriculum, training, regulatory compliance, and personnel. Information about the STARS for KIDS NOW Quality Rating System can be obtained at <http://www.kidsnow.ky.gov>.

Personnel Competencies focus on the specific knowledge, skills and competencies needed by early childhood professionals to work effectively with young children and families. These competencies are described in the Early Childhood Core Content. The Core Content includes seven subject areas across five levels of professional growth. Information about the Kentucky

Early Childhood Core Content can be obtained at <http://www.kidsnow.ky.gov>.

Child Standards focus on what children should know and be able to do. *Building a Strong Foundation for School Success: Kentucky's Early Childhood Standards* is designed as a framework to assist families, early care and education professionals, administrators, and others in understanding what children are able to know and do from birth through four years of age. Two additional pieces of the *Building a Strong Foundation for School Success* series include *Kentucky's Early Childhood Continuous Assessment Guide* and the *Kentucky's Early Childhood Quality Self-Study*. The *Building a Strong Foundation for School Success* series was developed for all children from birth to age five who participate in early care and education programs within the state. To assist families in understanding the *Early Childhood Standards*, a family version is also available that describes what the standards mean and how they can support their child's growth and development at home. The reader may access copies of *Kentucky's Early Childhood Standards* at <http://kidsnow.ky.gov/Pages/default.aspx>.

Kentucky's Early Childhood Standards

The first component of *Building a Strong Foundation for School Success* is the child standards. These standards were designed to reflect the range of developmental abilities of young children at different ages and to represent the expectations for the skills and levels of knowledge that children are able to achieve. The document is not a comprehensive list of every skill or piece of knowledge that a particular child may exhibit. Rather, the standards include the critical knowledge and essential skills learned in the early years. The content for learning established through the standards is intended to support families and early care and education professionals in planning experiences to promote either a particular child's, or a group of children's progress towards achieving the next level of development.

Kentucky's Early Childhood Standards may be used as a framework in the following ways:

- to assist in planning experiences that will promote children's progress towards achieving benchmarks,
- to ensure that the activities, materials, and experiences provided for children address all aspects of the developmental continuum, and
- to ensure that assessment processes address all standards and benchmarks.

Kentucky's Early Childhood Standards are **not** intended to serve as a curriculum guide or as

an assessment tool of children's performance. An early childhood curriculum generally is based on a philosophy of how children learn; thus, it contains both content (i.e., what the children should learn) and method (i.e., how to teach the content; e.g., Montessori or High/Scope). Assessment involves gathering information from a variety of sources in order to plan a program for an individual child or for a group of children, and requires the use of both formal and informal assessment methods. *Kentucky's Early Childhood Standards* are not designed to accomplish either of these ends. The document is not a detailed listing all skills and knowledge that children exhibit in their developmental progress; neither does it propose a method for teaching children particular knowledge or skills.

Kentucky's Early Childhood Quality Self Study

The Kentucky Department of Education, Division of Early Childhood Development convened a Work Group to address the need to determine the level of quality of early care and education center-based programs through a self-study document. The document, *Building a Foundation for School Success: Kentucky's Early Childhood Quality Self Study*, available at (need to add the website address here) initially emerged from the desire to update two existing self study approaches—the Kentucky Preschool Self-Study (1994) and the STARS for KIDS NOW, Quality Rating System (2001). The process has provided an opportunity to develop a single tool that is research based, is appropriate across settings regardless of the philosophy and approach used, and can provide direction for program improvement.

The self study tool was developed by a Work Group representing the early childhood community in Kentucky including state-funded preschool, Head Start, Early Head Start, child care, licensing and regulation, Child Care Aware, quality rating system technical assistants, and higher education programs. This document focuses on five key areas important to early childhood programming, while embedding within these areas the concepts of transition, diversity, guidance, and training. The five areas are:

- Program Structure and Personnel
- Child Experiences within Curriculum and Assessment
- Child Experiences in the Environment
- Program Interactions with Families and Communities
- Health, Nutrition and Safety

The *Self Study* allows the professional to rate the status of the program on specific standards

and indicators as not met, in progress, or met. Examples of evidence of the indicator (what it looks like) are also provided. Space is available to delineate an action plan for progressing on each indicator to “met” status. With the updated version of the Continuous Assessment Guide, the Professional Development and Program Evaluation sections have been removed and are being incorporated into the Quality Self Study. This was done to ensure quality programmatic information was maintained in one document.

Kentucky’s Early Childhood Continuous Assessment Guide

The remainder of this document is designed to provide specific information about the *Building a Strong Foundation for School Success series: Kentucky’s Early Childhood Continuous Assessment Guide*. A Continuous Assessment System, as defined by the Kentucky Department of Education (March, 2004) has the following features:

- Includes both formal and informal assessments that are conducted on a regular basis.
- Is integrated with instruction at various times.
- Improves learning and helps guide and direct the teaching-learning process.
- Should inform every aspect of instruction and curriculum.

The selection of procedures and tools for assessment and methods for planning and providing activities and experiences is often left to the discretion of families and early care and education professionals, since there is a multitude of ways in which these can be accomplished. To support this process, the Assessment Guide provides specific information on recommendations for early care and education professionals on how to link child standards and assessment.

Purpose and Use of This Document

All three components of *The Building a Strong Foundation for School Success* series have been carefully designed so that the materials can be used by **all** early care and education professionals working with young children from birth to 5 years of age, both in home and center-based settings. The *Early Childhood Standards* help ensure quality early care and education services by providing a common language through which program staff can express expectations for young children. The *Early Childhood Quality Self- Study* helps programs evaluate their services and determine areas of strength and those areas that need to be addressed to better help children meet the early childhood standards. Similarly, the *Early Childhood Continuous*

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Assessment Guide provides recommended guidelines and practices in all areas of assessment: screening, diagnostic and instructional. In addition, both the standards and assessment guide will provide valuable information to help early care and education programs be accountable for, and document both the results and benefits of their programs.

Kentucky has chosen to use a unique approach in the development of the state's early childhood assessment guide. There are several distinctive features of this system.

- 1) The document presents a continuous assessment process that is universally designed. The system is appropriate for all programs and all children, including those who have special needs, those from culturally diverse backgrounds, children who are at-risk (economically and developmentally), and those who are typically developing.
- 2) The document is comprehensive and provides background information about the appropriate use and need for continuous assessments.
- 3) The document is designed to serve as a tool for matching program goals with assessment procedures and instruments that will help the program meet those goals.
- 4) The document provides information and tools to ensure that assessment procedures provide information about how well children are meeting the early childhood standards.
- 5) The document provides information to help professionals evaluate their current assessment procedures and make appropriate changes based on curriculum and program goals.

Assessment Work Group Charge and Focus

While *Kentucky's Early Childhood Standards* are not designed to be used as an assessment tool, the need for assessing children's ongoing development and their ability to meet the standards is an important component of the early care and education system within Kentucky. Therefore, an individually and developmentally appropriate approach to continuous assessment across the diverse programs serving young children and families in the state was needed.

To this end, a statewide Work Group representing the diverse early childhood field was established and charged with developing recommendations to be used statewide by programs serving young children and their families in order to help them:

- develop a continuous assessment process,
- measure child progress and improvement related to *Kentucky's Early Childhood Standards*,
- address children's need for additional assessment and diagnosis of specific developmental delays, disabilities, or special needs, and
- measure effectiveness of programs in serving young children and their families.

To facilitate the work of the group, the following *principles* were used:

- 1) The recommendations from The National Education Goals Panel (1998) to include only assessments that:
 - Bring about benefits
 - Are tailored to a specific purpose
 - Are reliable, valid and fair for a particular age
 - Are age-appropriate in content and method
 - Are linguistically appropriate
 - Use families as a valued source of and audience for assessment information
- 2) The recommendation from the National Association for the Education of Young Children (NAEYC) & the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE) (2003):

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To assess young children's strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.

- 3) The recommendations provided by the Division for Early Childhood of the Council for Exceptional Children (DEC, 2001) for children who have been identified as having a disability or special needs, including key features related to inclusion of families as partners in the assessment process and ensuring that assessment instruments meet high standards. Standards for assessments include:
 - utility across multiple and interrelated purposes,
 - acceptability by both professionals and family members,
 - authenticity of tasks (i.e., real behavior in real contexts),
 - collaboration in conducting assessments across team members,
 - convergence of information that is functional, valid and reliable,
 - ability to accommodate individual differences,
 - sensitivity to small increments of change, and
 - congruence of validation processes with children for whom the assessment will be used.

Updates

This current printing (2012-2013) includes alignment made to the revised and updated *Kentucky Early Childhood Standards*. This document now references new research, state and federal requirement language, and updated assessments (i.e., references to the most current

version). In addition, the “Professional Development” and “Program Evaluation” sections are no longer available here, but are being moved to the *Quality Self Study* document scheduled for revision later this year (2013). These changes were reviewed and approved by the Early Childhood Advisory Council (ECAC).

Approach Used to Develop Assessment Recommendations

In order to accomplish the charge set forth, the Work Group met from December 2003 through April 2004. The Work Group began the development process by a) conducting a review of the current child standards, b) reviewing the literature for recommended practices in assessment, and c) determining key desired features that would need to be included in a continuous assessment process. The next step was the determination of criteria for appropriate assessment tools, including critical aspects related to technical adequacy (e.g., reliability, validity).

Once components of the assessment guide were determined and criteria for review established, the group gathered information about assessment tools currently available and those that were in use across the state. All assessment tools identified were then evaluated based on the established criteria. A total of 79 instruments were reviewed.

Once instruments had been reviewed, the Work Group determined the most appropriate category for each assessment tool: screening, diagnostic, instructional. For those tools categorized as instructional, the publishers and/or Work Group members aligned or crosswalked items included on the assessment with the *Kentucky Early Childhood Standards*. These crosswalks then were reviewed by additional Work Group members to ensure that items were matched reliably.

The final task for the Work Group was to determine key information to be included in the assessment document. Once the format and content were determined, specific recommendations related to training, technical support and dissemination were identified.

Overview of Document/Layout

Building a Strong Foundation for School Success: Kentucky’s Early Childhood Continuous Assessment Guide is organized into several sections. Following this **Introduction**, the next

section provides an **Overview** of assessment and critical components of a continuous assessment system. Specific information is provided about the use of assessments as part of a general program design. Guiding principles for the assessment process are also outlined and discussed.

The next three sections outline specific types of child assessment useful for three specific purposes: **Screening (developmental, universal and school readiness)**, **Diagnostic**, and **Instructional**. Within each of these sections, the definition and purpose of the specific type of assessment is described, followed by recommended practices for conducting that level of assessment. Additional resources are provided. The **Recommended Assessments** section includes a) information on how to link assessment with program goals, and b) crosswalks that provide information on the relationship of the standards and assessment tools in the curriculum/instructional section that have been recommended for use in Kentucky.

Finally, an **Appendix** provides additional resources that may be helpful in designing an assessment system. Also included is a glossary of terms that are used throughout this guide.

Additional Resources

Bracken, B., Crawford C. (2010). Basic concepts in early childhood education standards: A 50 state review. *Early Childhood Education Journal*, 37, 421-430.

Marion, M. & Mindes, G., consulting eds. (2004, January). Links to online resources in assessment. *Beyond the Journal Young Children on the Web*. Retrieved February 24, 2004, from <http://www.naeyc.org/resources/journal/2004/btj01/OnlineResources.pdf>

Marion, M. & Mindes, G., consulting eds. (2004, January). Resources on assessment. *Beyond the Journal Young Children on the Web*. Retrieved February 24, 2004, from <http://www.naeyc.org/resources/journal/2004/BTJ01/resources.asp>

Martella, J. (2004, January). The words we use: A glossary of terms for early childhood education standards and assessments. *Beyond the Journal Young Children on the Web*. Retrieved February 24, 2004, from <http://www.naeyc.org/resources/journal/2004/btj01/martella.asp>

Maxwell, K.L. & Clifford, R.M. (2004, January). School readiness assessment. *Beyond the*

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Journal Young Children on the Web. Retrieved February 24, 2004, from
<http://www.naeyc.org/resources/journal/2004/btj01/Maxwell.pdf>

Shillady, A.L. (2004, January). Choosing an appropriate assessment system. *Beyond the Journal Young Children on the Web*. Retrieved February 24, 2004, from
<http://www.naeyc.org/resources/journal/2004/btj01/shillady.ASP>

DRAFT

Overview of Assessment

Assessment of young children is complex, having many components, and various purposes. The National Education Goals Panel (Shepard, Kagan, & Wurtz, 1998) identifies four purposes for assessment.

Purpose #1: Assessing to promote child learning and development.

Purpose #2: Assessing to identify children for health and special services.

Purpose #3: Assessing to monitor trends and evaluate programs and services.

Purpose #4: Assessing developmental progress to hold individual children, teachers, and schools accountable.

Each of these purposes, as well as their applicability to Kentucky's approach to developing an early childhood assessment system, will be discussed in this section. In this discussion of the assessment purposes and the types of assessment that your program should consider, a number of terms will be used. A glossary of terms is provided in the Appendix. Terms that might be unfamiliar to you are included in the glossary and are underlined in the text. However, there are also a set of key terms that are necessary to understand prior to continuing with this document. These terms are central to the development of a Continuous Assessment System and are defined here. It is important to note that some of these terms are defined differently for different populations. The definitions provided here present how these terms are interpreted and used throughout this document.

Continuous Assessment System – An assessment process that 1) includes both formal and informal assessments that are conducted on a regular basis, 2) is integrated with instruction at various times, 3) improves learning and helps guide and direct the teaching-learning process, 4) informs every aspect of instruction and curriculum (Kentucky Department of Education, March, 2004).

Informal Assessment (Nonformal) - A procedure for obtaining information that can be used to make judgments about characteristics of children or programs using means other than standardized instruments (CCSSO, 2004). Information is collected on an ongoing basis at different times and across multiple environments, using a broad variety of quantitative and qualitative methods (Losardo & Syverson, 2011).

Formal Assessments – A procedure for obtaining information that can be used to make judgments about characteristics of children or programs using standardized instruments (CCSSO, 2004). Formal assessments yield information on a preset content and have specific guidelines for administration (Losardo & Syverson, 2011).

Standardized assessment – a specific set of standardized tasks presented to a child to determine how well a child performs on the tasks presented. Standardization includes 4 components: standard materials, administrative procedures, scoring procedures, and score interpretation (Bailey, 2004).

Norm-referenced assessment - Provides information on how a child is developing in relation to a larger group of children of the same chronological age. Items are chosen based on statistical criteria, such as percentage of children who master a particular skill at a certain age or whether the item correlates well with the total test (Losardo & Syverson, 2011).

Criterion-referenced assessment - measures the mastery of specific objectives defined by predetermined standards of criteria. Items are usually sequentially arranged within the developmental domains or subject areas. Numerical scores represent proportion of specific domain or subject area that a child has mastered (Losardo & Syverson, 2011).

Curriculum-based assessment - curricular activities are provided for each assessment item. Used as direct means for identifying a child's entry point within an educational program and for refining and readjusting instruction. Assessment and curricular content are coordinated to address same skills and abilities. Repeated testing occurs over time to measure child's progress on these skills (Losardo & Syverson, 2011).

Technical adequacy – information provided on the assessment tool related to reliability, validity and procedures used to ensure that the assessment is well constructed.

Valid - the extent to which the assessment tool measures what it says it measures.

Reliable - the extent to which the assessment will provide consistent information repeatedly. The assessment will provide the same information if you were to repeat the assessment on the same child.

Assessing to Promote Child Learning and Development

Professionals agree that the most important reason for assessing young children is to help them to learn. The primary purpose of this document is to provide a guide for early childhood programs as they develop and conduct a continuous assessment system that focuses on improving instruction for children, thus ***supporting*** their learning and ***aligning*** their learning with *Kentucky's Early Childhood Standards*.

Information gained from this type of assessment is used to make instructional decisions about individual children. Examples of this type of assessment are direct observations of children in authentic tasks and activities, samples of children's work, and interviews with caregivers and families.

Early childhood programs in the state must design continuous assessment systems that support their specific program goals and objectives, reflect *Kentucky's Early Childhood Standards*, and align with the K-12 *Program of Studies*. Additional information about assessment to promote child learning and development is included in the Instructional section of this document.

Identifying Children for Health and Special Services

Research evidence is clear that the earlier children with special needs are identified and intervention strategies are implemented, the more progress young children will make toward their learning trajectory. Information from a combination of informal, norm-referenced, and criterion-referenced assessments are used in the procedures to determine eligibility for First Steps, Kentucky's Early Intervention System, as well as to determine the eligibility of three- and four-year-olds for special education services in state-funded preschool programs. Information gathered through this assessment process is used to determine the specialized instructional services necessary for children with special needs in First Steps, state-funded preschool, or other programs.

Early childhood programs use screening instruments for all children to identify areas of concern, with follow-up referral to related professionals for more in-depth assessment and program planning. Additional information about assessments conducted to identify children with special health and educational needs are included in the Screening and Diagnostic sections of this document.

Assessing to Monitor Trends and Evaluate Programs and Services

This assessment information is gathered for groups of children and is used to make decisions about educational and social programs. Legislators will use this type of assessment information to help decide if the investment they have made in a program is yielding the results that they desire. For example, the Kentucky Education Reform Act (KERA) Preschool evaluation determined that the state funded preschool program helped participating children to make significant gains in their educational attainment (Kentucky Department of Education Preschool Program Report, 1997-98). Assessment information about Kentucky's HANDS voluntary home visitation program documents that the program results in more babies being born full-term, fewer babies being born with low birth weights, and participating families engaging in child abuse significantly less than families who were eligible but did not participate (Illback, 2004). The KIDS NOW third party evaluation has demonstrated that early childhood programs that are participating in more component parts of the KIDS NOW Early Childhood Initiative have higher quality programs (KIDS NOW, 2003).

These assessment results indicate to policy makers that their dollar investment is working to meet established goals. The results of this type of assessment are not directly seen by families and programs; however they can result in either reduced or increased funding for programs.

The Program Evaluation section of this document addresses meaningful ways to evaluate your program for improvement, but assessment to monitor trends and evaluate programs and services is beyond the scope of this document. If you would like additional information about this type of assessment consult the resources included at the end of this section.

Assessing Progress to Hold Children, Teachers, and Schools Accountable

This type of assessment is also known as “high stakes” accountability testing. This type of assessment is usually mandated by an external agency such as the federal government and can result in continued funding or de-funding of particular programs. The federal legislation No Child Left Behind is an example of a federal requirement for this kind of assessment. However, experts agree that this ***“high stakes” accountability testing is not appropriate until the end of third grade*** or preferably fourth grade (Shepard, Kagan, & Wurtz, (1998). It is well accepted that before age eight, standardized achievement measures are not sufficiently accurate to be used for high stakes decision making (McCormick & Nellis, 2004, Shepard, Kagan, & Wurtz, 1998).

A thorough discussion of the use of these standardized achievement measures for this purpose is beyond the scope of this document. Additional information can be obtained from the resources provided at the end of this section.

In developing a continuous assessment system for a program, there are a number of recommended practices that need to be considered. Specific practices for each of the types of assessments and purposes discussed in this guide are provided within the appropriate section. However, the following guiding principles and values proposed by The National Association for the Education of Young Children (NAEYC, 2003) are appropriate for each purpose and can assure a truly integrated, effective system of early childhood curriculum, assessment, and program evaluation:

- Belief in civic and democratic values
- Commitment to ethical behavior on behalf of children
- Use of important goals as guides to action
- Coordinated systems
- Support for children as individuals and as members of families, cultures, and communities
- Respect for children's abilities and differences
- Partnerships with families
- Respect for evidence
- Shared accountability

These Guiding Principles and Values are described in more detail in the document, "Early Childhood Curriculum, Assessment, and Program Evaluation – Building An Effective, Accountable System in Programs For Children Birth Through Age Eight," located in the Appendix section of this document.

Additional Resources

Meisels, S. J., & Atkins-Burnett, S. (2000). The elements of early childhood assessment. In Handbook of early childhood intervention. 2nd Ed., Eds. J. P. Shonkoff & S. J. Meisels, 387-415. New York: Cambridge University Press.

Where we STAND naeyc and naecs/sde, on curriculum, assessment and program evaluation. National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education (NAECS/SDE)(2009).

National Association for the Education of Young Children (NAEYC) and the National Association of Early Childhood Specialists in State Departments of Education

(NAECS/SDE)(2003). Early childhood curriculum, assessment, and program evaluation: Building an effective, accountable system in programs for children birth through age 8. Washington, DC: NAEYC.

National Association of School Psychologists (NASP) (2002). Position statement on early childhood assessment. Bethesda, MD: Author. Online: www.nasponline.org/Information/pospaper.eca.html.

National Research Council & Institute of Medicine. (2000). From neurons to neighborhoods: The science of early childhood development. Committee on Integrating the Science of Early Childhood Development. Eds. J. Shonkoff and D. Phillips, Board of Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Sandall, S. McLean, M., & Smith, B. (2000). DEC recommended practices in early intervention/early childhood special education. Longmont, CO: Sopris West.

Shepard, L. Kagan, S., & Wurtz, E. (1998). *Principles and Recommendations for Early Childhood Assessments*. Washington, D.C.: National Educational Goals Panel.

Using Screening in Early Childhood Programs

Screening is defined as “the use of a brief procedure or instrument designed to identify, from within a large population of children, those who may need further assessment to verify developmental and/or health risks” (Council of Chief State School Officers (CCSSO), 2004). This section provides information on screening instruments that provide general information about the current status of young children’s overall health and development. Recommended practices for screening, as well as a list of recommended screening tools are provided.

Purpose

An effective, efficient, and appropriate screening process is an important component of all early childhood continuous assessment systems. Luehr and Hoxie (1995) suggest that the goal of early childhood screening is to identify normal aspects of a child’s health and development, while sorting out potential problems that need further assessment and follow-up. Screening of young children is only one part of a larger early childhood continuous assessment system that your program has in place or will develop.

Early childhood screenings are brief, cost effective, and provide a snapshot of each child. Appropriate screenings will identify children’s developmental levels at a point in time. This brief assessment procedure is designed to identify children who should receive more extensive assessment or diagnosis (Meisels & Provence, 1989; Meisels & Provence, 1989; Blackorby, Schiller, Malik, Hebbler, Huang, Javitz, et al., 2010). Therefore, once potential concerns are identified, programs need to be prepared to act on those concerns. “Screening is always linked to follow up” (NAEYC & NAECDs/SDE, 2003) for those children who are identified as needing further assessment.

There are several ways in which early childhood screening may be conducted. One way is a community screening. This type of screening is broad-based, widely publicized, and is conducted at one point in time (e.g., annually). It generally involves collaboration among several community agencies (e.g., local health department, Head Start, preschool, First Steps, etc.) and is designed to include as many children as possible within the targeted age group. The general purpose of this type of screening is to identify children who may not be meeting developmental milestones and who would benefit from further assessment and possible services from a community program. These efforts may also be described as child find efforts which are targeted

efforts to identify children for inclusion in specific programs such as Head Start or early intervention (First Steps).

Another way in which screening is conducted is within a particular program or classroom. This type of screening targets children already being served by an early childhood program and is designed both to determine the general developmental status of the children and to identify any children who may need to be referred for further assessment. When screening is conducted within a program, the administrators must decide if it will be a one-time event (e.g., conducted once a year) or if screening will occur periodically. For example, a director may decide that children who are at-risk or who have demonstrated borderline results on screening may need to be re-screened in three (3) months. The latter permits tracking of the progress of each child and gives a more complete picture of the child's developmental status over time. However, it cannot be overstated that screening tools provide only a broad measure of developmental status.

For both community screening and screening conducted within a program, the option exists to track a child (i.e., to carefully observe the developmental progress of a child for a period of time and then re-screen) instead of or prior to the referral of a child for further assessment. This strategy is useful for children whose scores on the screening instrument are borderline or who may be experiencing extenuating circumstances that currently affect their developmental status and progress, but which may be short in duration. Administrators, therefore, need to set guidelines in advance for the criteria that will be used to determine which children will be referred for further assessment and which ones will be tracked, as well as the timeline and procedures for re-screening.

Use of a centralized screening through a 211 telephone system is a method for county or regional district wide screening that is growing in Kentucky. In this method of screening, parents call the number for their community (usually a 211 number) and complete a screening protocol. A trained individual informs the parent about services and agencies that may assist in addressing the concerns of the parent. With parent permission, the child may be referred directly to programs such as First Steps or Head Start.

For the purposes of this *Guide*, screening tools included in this section are those that meet the criteria below. These criteria will be helpful to you in selecting a screening tool that best meets

the goals and objectives of your particular program.

- The publisher provides adequate information about technical adequacy (this is the term we defined earlier) of the screening instrument.
- The screening tool has a positive track record and should not over or under identify children.
- There are opportunities for families to be included in the screening process.
- The screening tool requires a brief amount of time to administer.
- The screening tool is easy to score.
- The screening instrument assesses all domains.
- The screening process and tool is appropriate for all ages within the early childhood years.
- The screening process and tool is appropriate for diverse learners.
- The cost of the screening instrument, both for purchase and for on-going use, is not prohibitive to programs.
- The screening instrument is appropriate for use by professionals, paraprofessionals and volunteers with basic training.
- Training and training materials for the screening is readily available. In addition to these criteria, strong consideration was given to screening instruments currently used by Kentucky programs.

Please note that since the purpose of this *Early Childhood Assessment Guide* is to recommend component parts of a comprehensive, continuous assessment system for early childhood programs that addresses multiple developmental domains; single domain screening instruments have not been included in this section. However, single domain screening instruments may be used appropriately by programs for specific purposes (e.g., DECA-Deveraux Early Childhood Assessment)

Recommended Screening Practices

Screening is an important part of any early care and education program. The early identification of a child who may need additional support or assistance is helpful to all those who will be working with the child, including the family. The first step in planning for a screening event is determining what children are to be screened and the developmental areas to be screened. Then a screening instrument can be selected which matches the characteristics of the children and the targeted areas of development. A number of recommended practices have been identified through the professional literature and publications of early childhood professional organizations for selecting and using screening instruments (McLean, Wolery, & Bailey, 2004; Division for Early Childhood Recommended Practices, 2001). These include the following.

- Screening instruments are norm referenced and standardized in administration.
- Data is available to indicate that the instrument is both reliable and valid.
- Families have opportunities to provide input during the screening process.
- The information about the child is gathered from a variety of sources (families, early childhood educators, First Steps providers) and methods (direct testing, interview, observation, etc.).
- Screening instruments are both culturally and linguistically sensitive.
- The screening may be administered by trained paraprofessionals and volunteers, unless the publisher specifies otherwise.

Once you have chosen an appropriate screening instrument, the following steps need to be considered in planning for the screening event (Nuttall, Romero, & Kalesnik, 1992)

- Identify the specific ages of the children to be included
- Determine where and when screening will occur
- Decide the time of day screening occurs
- Determine the length of the screening event
- Identify the instruments and other sources of information
- Determine the match of administration procedures to child/community/background characteristics
- Identify the roles of professionals, paraprofessionals, families, and volunteers
- Communicate results
- Determine procedures to ensure confidentiality
- Obtain parent permission to screen, when applicable

After you have completed the screening process with the children in your program, some children may be referred for further diagnostic assessment; and all children will participate in your instructional assessment. Results of the screening are communicated to appropriate staff and administrators, as well as family members.

The purpose of screening instruments is clear as indicated above. However, there are uses of screening instruments that are not appropriate. Some of these are included below.

- 1) It is not appropriate to use screening instruments with children who have diagnosed disabilities or an established risk condition who are already receiving special services. Children in these categories will have an Individualized Family Service Plan (IFSP) or an Individualized Education Plan (IEP). Early childhood program staff will want to learn about and participate in the development and revision of these plans, and include the outcomes, goals, and/or objectives included in these plans in the early childhood programming/instruction.
- 2) Results from screening instruments should not be used for instructional planning. Screening instruments determine which children need to be referred for further diagnostic assessments. To find out about appropriate assessment strategies for instructional

planning refer to the Instructional section of this *Early Childhood Assessment Guide*.

- 3) The results obtained from screening instruments should not be used as an indicator of program effectiveness. The purpose of a screening instrument is to identify children who may need additional assessments to identify special needs.
- 4) And finally, screening instruments cannot be used as a tool to diagnose a disability. Diagnostic instruments administered by appropriate professionals are part of the assessment and the only way to determine a diagnosis and eligibility for services.

State and Federal Requirements

A number of early care and education programs are required through regulation to provide some level of screening for the children they serve. These programs include Head Start, state funded preschool, kindergarten and First Steps. Currently there are no requirements for child care programs to assess and evaluate children. However, minimum scores on an environment assessment are required by 922 KAR 2:210 and 922 KAR 2:170 to participate in the STARS program.

First Steps, Early Intervention

Regulations governing screening for infants and toddlers suspected of having a disability are found in 902 KAR 30:110, which requires that the First Steps program participate in child find services in collaboration with primary referral sources. Primary referral sources identified in law are those agencies that have major efforts to locate and identify children and that have frequent contact with families. Primary referral sources include but are not limited to:

- 1) Local school districts special education (Part B of IDEA) programs
- 2) Local health departments and managed care agencies, including Early and Periodic Screenings, Diagnosis, and Treatment (EPSDT) programs;
- 3) Early Head Start and Head Start;
- 4) Homeless shelters;
- 5) Supplemental Security Income (SSI) programs;
- 6) Local Department for Community Based Services (DCBS) office for cases with a sustained or negligent complaint; and
- 7) Programs authorized through the Developmental Disabilities Assistance and Bill of Rights Act.
- 8) Child care programs;
- 9) Programs providing services under the Family Violence Prevention and Services Act;
- 10) Commission for Children with Special Health Care Needs, including the Early Hearing Detection and Intervention program (EHDI),

- 11) The Kentucky Children's Health Insurance Program (K-CHIP); and
- 12) Hospitals and physicians,

All professionals and others who suspect a child may have delays are required to refer the child to the early intervention system Point of Entry (POE) staff within seven days (34 CFR 303.303 (a) (2) (i)). POE staff are required to obtain developmental screening results for the child. If a child has not been screened by a primary referral source, the POE staff will screen the child with parent consent.

First Steps uses the Ages and Stages Questionnaire, Third Edition (ASQ-3) Ages and Stages Questionnaire - Social Emotional, (ASQ:SE), (Brookes Publishing Company) to screen children who are referred due to a suspicion of developmental delay. Specialized screening is conducted with children who demonstrate warning signs of autism spectrum disorders. The screening tools used to identify risk for autism spectrum disorders are the [Modified Checklist for Autism in Toddlers](#) (M-CHAT™; Kleinman, Robins, Ventola, Pandey, Boorstein, Esser, Barton, Fein, et al., 2008) and the Screening Tool for Autism in Toddlers and Young Children (STAT™), developed by Vanderbilt Kennedy Center.

Head Start

Regulations governing evaluation and assessment for Head Start programs are the Code of Federal Regulations, Title 45, Volume 4, 45CFR1304.20. Screening in Head Start is to take place for each child within 45 days of enrollment and will include hearing, vision, behavior, and developmental screens. The Head Start regulations and Performance Standards can be found at the Head Start Bureau Website: <http://www.acf.hhs.gov/programs/hsb/performance/>.

State-Funded Preschool

Regulations governing evaluation and assessment for state-funded preschool children are 704 KAR 3:410. Screening is defined as a systematic process for determining which children from the general population may need further evaluation in a particular area. Screening must be completed within 30 days of enrollment. Screening includes the following areas:

Developmental Screening

Gross/Fine motor
Cognitive
Communication
Self Help
Social-Emotional

Health Screening

Growth
Vision/Hearing
Immunization Status
General Health Status

Regulations governing preschool Child Find activities are 707 KAR 1:300. Screening is a

common Child Find activity for the purpose of determining which children have reached certain broad benchmarks and which children have not reached the same benchmarks.

Under a Response to Intervention or RTI model, screening is a brief assessment procedure designed to identify children who should receive more intentional or direct instruction and is referred to as *universal screening*. Results of universal screening are used in the decision-making (problem-solving) process to increase the frequency and intensity of instruction to address learning concerns.

Universal screening is a process in which all children are assessed to determine their level of performance and whether they are making progress at expected rates. Universal screening can be conducted with all children in a class or school to recognize those who are at risk as learners and who could benefit from additional instruction and supports. Universal screening is frequently cited as an essential component of an RTI model.

Universal screening is:

- used for instructional planning
- administered in a quick and easy way
- intended to be re-administered repeatedly
- correlated with long-term educational goals
- designed to provide data on level and rate of growth.

KRS 156.160 requires a vision examination by an optometrist or ophthalmologist no later than January 1 of the first year that a child is enrolled in public school, public preschool or Head Start program located in the public schools. The Kentucky Administration Regulations related to evaluation and assessment can be found at: <http://www.lrc.state.ky.us/kar/frntpage.htm>.

Kindergarten

Regulations governing kindergarten readiness screening for kindergarten students are 704 KAR 5:070. All school districts must administer a statewide common kindergarten entry screener (BRIGANCE, 2012) adopted by the Kentucky Department of Education. The screener aligns with the state's definition of school readiness and Kentucky's Early Childhood Standards. Schools must screen each child entering kindergarten no earlier than 15 days prior to the start of school (calendar days) and no later than the 30th instructional day of the academic year.

The Kentucky Administration Regulations related to educational services can be found at:
<http://www.lrc.state.ky.us/kar/frntpage.htm>

Recommended Screening Instruments

The following screening instruments are recommended as you review/develop the screening component of your early childhood continuous assessment system. The stated editions are the recommended versions.

- ***Ages and Stages Questionnaire, Third Edition (ASQ-3)**, Brookes Publishing Company
- **Ages and Stages Questionnaire - Social Emotional, (ASQ:SE)** Brookes Publishing Company
- ***Batelle Developmental Inventory 2, Screening Test (2005)** Riverside Publishing
- ***Brigance Early Childhood Screens III**, Curriculum Associates, Inc.
- ***Denver II**, Denver Developmental Materials, Inc.
- ***Developmental Observation Checklist System (DOCS)**, PRO-ED
- ***Developmental Indicators for the Assessment of Learning (DIAL) III and IV**, Pearson Learning Group
- ***Early Screening Inventory – Revised (ESI-R)**, Pearson Learning Group
- ***Early Screening Profile**, Pearson Learning Group
- **Learning Accomplishment Profile (LAP - D) Screen**, Kaplan Early Learning Co.

* Assesses all 5 domains: Adaptive, Cognitive, Communication, Motor, and Social / Emotional

Additional Resources

- **Child Care Aware of Kentucky and Early Childhood Regional Training Centers -**
In July of 2012, Kentucky's network of Child Care Resource and Referral services became Child Care Aware (CCA) of Kentucky. Several screening instruments are located in the libraries of the Early Childhood Regional Training Centers (RTCs) and CCA of Kentucky locations. These can be checked out for brief periods of time for informational purposes or for use in screening. The RTC staff also are resources for further information about various screening tools and, in some cases, are able to provide training in their use.

DRAFT

Using Diagnostic Assessment in Early Childhood Programs

One of the major purposes of assessment is to identify children who may need additional services (Kagan, Scott-Little, & Clifford, 2003). As discussed in the previous section, screening instruments are used to identify children who may need further assessment. This section addresses those diagnostic assessment tools that may be used when screening results indicate a concern about a child's health or developmental status. Diagnostic assessment tools are defined as those that are designed to provide information about a child's health or developmental status (typically as compared to other children of the same age) and may be used to establish eligibility for special services. Two specific types of assessments tools will be discussed: multi-domain and single domain. Recommended practices for using diagnostic instruments are provided, as well as a list of recommended diagnostic assessment tools.

Purpose

Diagnostic assessment tools refer to those instruments that have been designed to help identify specific areas in which children are not making progress or where they are significantly below developmental norms. Traditionally, diagnostic assessment tools are used to assist with determination of eligibility for services under the Individuals with Disabilities Education Improvement Act (IDEA) (e.g., early intervention or First Steps and preschool special education services) and other programs that provide specialized services to young children (i.e., mental health). These types of assessment tools provide a mechanism for analyzing the nature and degree of developmental difficulties and can then be used to provide information to guide the initial development of an individual treatment plan, an IFSP or IEP.

The use of an assessment process which incorporates outcomes from multiple measures, multiple settings (most importantly those with which the child is familiar and comfortable) and multiple informants (people who know the child well such as family members and people familiar with a child's culture) is always recommended (Neisworth & Bagnato, 2000) and can be used to gather data for eligibility determination. This type of assessment process is most appropriately used by a team of professionals and family members. In fact, **most of the assessment tools included in this section will not be administered by early childhood classroom personnel.**

For the most part, these types of instruments require additional specialized training in test

administration and/or training that is specific to the domain(s) of development that are being assessed. Therefore, administration of these assessments will most likely be conducted by a professional from a discipline specific to the domain (e.g., licensed speech pathologist will administer language instruments) or in the case of multi-domain assessment tools, by a licensed psychologist who has been specifically trained in test administration. However, these professionals should be part of a team which includes the early childhood educator and family members. An informed team decision, based on information from multiple observations of children in natural environments and typical routines will produce the most accurate and valid decisions for eligibility determination.

For the purposes of this *Guide*, diagnostic assessment tools included in this section are those that meet the following criteria.

- The instrument has been normed for a range of ages from birth to age five.
- Information available on the technical adequacy or psychometric properties is well described, and indicate that the tools are valid and reliable.
- The assessment addresses multiple domains¹.
- Clear information is provided on qualifications for administration and training that is available.
- The cost of the instrument, both for initial use and for ongoing data collection, is not prohibitive for local programs.
- The assessment yields a standard score.
- The time needed to administer the assessment is not prohibitive.
- The assessment is currently in use by programs across the state.

The instructional manuals for many of the assessments that were reviewed by the Work Group indicated that the assessment tools have multiple purposes. For instance, an assessment tool may be used for general screening of a group of children in a single domain, but also may provide standardized scores that could be used for diagnostic purposes, and finally, may include specific strategies to address areas of concern within a program or classroom (e.g., DECA). The Work Group decided that assessment tools which are difficult to categorize because they may address multiple purposes may not meet the criteria for inclusion in the screening or instructional sections (i.e., did not cover multiple domains), they would be included in the Diagnostic Section, but within a single-domain component of the section. While these

¹ Due to the number of instruments that met the other criteria but were specifically designed to address one domain, a single domain category was created and included within this document

assessments are included under the category of Diagnostic, they may also be used for the other purposes designated by the publisher (i.e., screening or instructional programming).

Recommended Diagnostic Practices

Assessment is an essential part of any early childhood program. When conducting assessments, you must use assessment tools that are individually, culturally, and linguistically appropriate and that measure children's strengths, developmental status, progress, and needs. Having this type of information is essential if your program is to be successful in promoting children's development and learning (Espinosa, 2005; Jones, 2003; McAfee & Leong, 2002; Meisels & Atkins-Burnett, 2000; Stiggins, 2001, 2002, 2005). Standardized and norm-referenced assessments for young children are appropriate **only** in situations for which they are potentially beneficial to the child and family (NAEYC & NAECDs/SDE, 2003). An example would be the identification of a disability.

There are legitimate concerns and issues that must be addressed if you choose to use results from standardized, norm referenced assessment formats as part of your assessment systems (Sandall, McLean, & Smith, 2000), particularly if you want to use these types of assessments with very young children. While the validity and reliability of these tests appear to improve as children get older, there are still significant concerns with their use for children from birth through age nine, more than ever when they are used as a sole source of information and in situations where additional information provided by more authentic instruments and procedures are not included (Bredenkamp & Copple, 1997; Shepard, Kagan, & Wurtz, 1998). In fact, federal language prohibits the use of these assessments as the single instrument in the determination of eligibility for special education services (see nondiscriminatory mandates in IDEA).

When assessing young children it is important to remember that the behavior of young children is strongly influenced by biology – when they last ate, had a nap and so forth. In addition, young children often are just learning to communicate. Their limited communication skills may interfere with their ability to respond to or understand verbal directions or instruction. Young children are easily distracted and often possess short attention spans. Sometimes young children are fearful of adults they don't know well and have difficulty separating from family members or familiar adults. Finally, young children are just beginning to understand social

relationships and may demonstrate a lack of compliance to directions from an adult. Therefore, the outcomes from standardized or norm referenced assessments only, must be considered with great caution.

Given these issues, it is critical that all assessment activities be guided by ethical principles (NAEYC, 1998) and professional standards of quality (American Education Research Association (AERA), American Psychological Association (APA), & National Council on Measurement in Education (NCME), 1999). This is especially true when the assessment information will be used to include or exclude children from specialized services or supports. Therefore, you and your staff will want to consider the following recommendations from the NAEYC Position Statement on Curriculum, Assessment and Program Evaluation (2003) and the Division for Early Childhood Recommended Practices in Assessment (2000) when using diagnostic instruments.

- You and your staff should use only those assessment tools for which you are properly trained. Different diagnostic instruments require different levels of training and education. Many of these assessment tools require very specialized training and certification.
- Assessments should be used only for the purposes for which they were developed and with populations for which they were designed and validated.
- Parents and family members should be active participants and partners in the assessment process. Information is best gathered from those who have the most direct contact with the child.
- Assessment instruments should be compatible with the both the behaviors and interests of the child. Assessments that are conducted in environments that represent the child's natural context provide the most accurate and reliable results.
- Information gathered through standardized, norm-referenced assessment should be supported with information from other sources and should never be used in isolation.

Accurate evaluation and diagnostic assessment is critical to good interventions and instructional programming. While these terms are often used interchangeably, they serve two different purposes. Evaluation may be defined as the procedures used to determine a child's initial and continued eligibility for services; assessment is the ongoing process used by qualified personnel throughout the period of a child's eligibility to identify the family's resources, priorities, and concerns as well as the child's unique needs (McLean & McCormick, 1993).

Federal and State Requirements

A number of early care and education programs operating within the state have specific regulations related to diagnostic evaluation and assessment. These programs include the First Steps program, Head Start, and state-funded preschool programs. Diagnostic evaluation and assessment is not currently required of child care providers.

First Steps - Early Intervention

The statutory authority for evaluation and assessment for infants and toddlers suspected of having a disability is, KRS 200.660(7), 200.650-676, 34 C.F.R. 303.321, 20 U.S.C. 1435 (a) (3),, 1435 (a) (5), 1436 (a)(1)-(2). A child referred to the First Steps Program must be evaluated to determine initial eligibility and eligibility is re-determined annually. The initial eligibility, child and family assessments, and, if child is eligible, a meeting to develop the Individualized Family Service Plan (IFSP) must be completed no later than 45 days from the date of referral. Families must be included in all phases of the process. The Kentucky Administration Regulations (902 KAR 30.110 through 30.130) related to educational services can be found at: <http://www.lrc.state.ky.us/kar/frntpage.htm>

Head Start

Regulations governing evaluation and assessment for Head Start programs are the Code of Federal Regulations, Title 45, Volume 4, 45CFR1304.20. For infants and toddlers who are suspected of having a disability, Head Start staff are expected to coordinate needed evaluations with the early intervention programs within the community. They must also support parent participation in the evaluation and IFSP development process for infants and toddlers enrolled in their program. In addition, staff must use a variety of strategies to promote and support children's learning and developmental progress based on the observations and ongoing assessment of each child (see 45 CFR 1304.20(b), 1304.20(d), and 1304.20(e)). The Head Start regulations and Performance Standards can be found at the Head Start Bureau Website: <http://www.acf.hhs.gov/programs/hsb/performance/>

State-Funded Preschool

Regulations governing evaluation and assessment for state-funded preschool children who

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are suspected of having a disability are 707 KAR 1:300: Child find, evaluation, and reevaluation. The Local Education Agency (LEA) shall ensure that a full and individual evaluation is conducted for each child considered for specially designed instruction and related services prior to the provision of services. The results of the evaluation shall be used by the Admissions and Release Committee (ARC) in meeting the requirements for developing an IEP as provided in 707 KAR 1:320. The Kentucky Administration Regulations (KAR) related to educational services can be found at: <http://www.lrc.state.ky.us/kar/frntpage.htm> .

Recommended Assessments

Based on review of assessment tools available using criteria presented above, the following instruments have been recommended as appropriate for use within the state of Kentucky. These instruments are categorized in one of two ways. Single-domain instruments are those that assess one specific area of development or one domain. Multi-domain instruments are those that can be used to assess children's development across domains or developmental areas. Stated editions below are recommended.

Multi Domain

Diagnostic

- ***Battelle Developmental Inventory 2 (BDII)**, Riverside Publishing, Inc.
- ***Bayley Scales of Infant Development (BSID – III)**, The Psychological Corp.
- ***Developmental Assessment of Young Children (DAYC and DAYC2)**, PRO-ED
- **Learning Accomplishment Profile – Diagnostic (LAP – D)**, Kaplan Early Learning Co.
- ***Merrill Palmer Revised Scales of Development (2004)**, Stoelting, Co.
- **Mullen Scale of Early Learning**, Pearson Learning Group
- **Pediatric Evaluation of Disability Inventory (PEDI)**, Center for Rehabilitation Effectiveness
- **Scales of Independent Behavior – Revised (SIB – R)**, Riverside Publishing
- **Vineland Adaptive Behavior Scales II (2005)**, Pearson Learning Group

* Assesses all 5 domains: Adaptive, Cognitive, Communication, Motor, and Social / Emotional

Single Domain

Motor

- **Peabody Developmental Motor Scales – Second Edition (PDMS-2)**, PRO – ED

Language

- **Bankson-Bernthal Test of Phonology**, PRO – ED
- **Clinical Evaluation of Language Fundamentals (CELF) Preschool 2**, The Psychological Corp.
- **Comprehensive Test of Phonological Processing**, Pearson Learning Group
- **Goldman – Fristoe Test of Articulation 2**, Pearson Learning Group
- **Expressive Vocabulary Test**, Pearson Learning Group
- **Kaufman Survey of Early Academic and Language Skills (K SEALS)**, Pearson Learning Group
- **Oral Written Language Scale (OWLS)**, Pearson Learning Group

- **Peabody Picture Vocabulary Test III (PPVT-III)**, Pearson Learning Group
- **Preschool Language Scale IV and V (PLS-IV)**, The Psychological Corp.
- **Rossetti Infant-Toddler Language Scale III**, Linguistics

Social

- **Social Competence and Behavior Evaluation – Preschool Edition**, Western Psychological Services
- **Vineland Social Emotional (SEEC)**, Pearson Learning Group

Cognitive/IQ

- **Differential Ability Scales (DAS and DAS II)**, The Psychological Corp.
- **Kaufman Assessment Battery for Children – Second Edition (KABC-II)**, Pearson Assessment (Non-verbal Scale included)
- **Stanford Binet Intelligence Scale – Fifth Edition**, Riverside Publishing Co.
- **Stanford Binet Intelligence Scale for Early Childhood (Early SB5)**, Riverside Publishing Co. (This test is essentially a subset of the full Stanford Binet Intelligence Scale – Fifth Edition; included in this less expensive version are only those items necessary for this restricted age range. Items included on Early SB5 are identical to those on full SB5.)
- **Wechsler Preschool and Primary Scale of Intelligence (WPPSI) – III**, The Psychological Corp.

Behavior

- **Adaptive Behavior Assessment Scale, Second Edition (ABAS-Second Edition)**, Harcourt Assessment
- **Behavior Assessment System for Children (BASC) – Preschool**, Pearson Learning Group
- **Child Behavior Checklist**, Achenbach System of Empirically Based Assessment (ASEBA)
- **Connors Rating Scale – Revised**, Multi-Health Systems Inc., MHS
- **Devereaux Early Childhood Assessment (DECA)**, Kaplan Early Learning Co.; The DECA is a behavioral rating scale that includes a total of 37 items--- 27 of which assess a child's protective factors related to resilience (initiative, self-control and attachment) and 10 of which screen for behavioral concerns. Devereux describes the tool as an assessment of protective factors and a screener for behavioral concerns. Therefore, the tool is appropriate for use as a screening instrument, but in addition, provides valuable information about a child's protective factors. The DECA not only screens for behavior problems, but in addition, collects information about a child's resilience and it is this unique aspect of assessing protective factors that makes the DECA such a strong choice for programs to use as their social/emotional screener. Unlike most multi-domain screeners which can be administered by professionals in mass screenings, the DECA requires that the rater (of the child's behavior) know the child for at least four weeks. The DECA does allow for parents to rate their child's behavior and this method could be used in mass screening situations. Devereux's philosophy, which is supported by resilience research, is that intervention should not be put off until a child is displaying behavioral problems, but rather, should begin if a child is showing a lack of protective factors. Resilience research points out the importance of promoting children's protective factors as a means of preventing the development of emotional/behavioral problems. Thus information gathered from the DECA during screening

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can be used for program planning to increase children's protective factors.

- **Devereaux Early Childhood Assessment Clinical Version (DECA)(C)**, Kaplan Early Learning Co.
- **Social Skills Rating System (SSRS)**, Pearson Learning Group
- **Temperament and Atypical Behavior Scale (TABS)**, Brookes Publishing Co.

Reading/Literacy

- **Test of Early Reading Ability (TERA) III**, PRO-ED

Math

- **Test of Early Math Ability (TEMA) III**, PRO-ED

Using Instructional Assessments in Early Childhood Programs

The most complex part of an assessment system, but one that will yield the most meaningful results, is the assessment process that 1) happens on a daily basis, 2) is embedded in the regular curriculum and schedule, and 3) results in instructional changes that improve child outcomes, to help children meet the benchmarks outlined in *Kentucky's Early Childhood Standards*. This section provides specific information on the use of instructional assessments as a means of improving practices, instruction and outcomes for children.

Instructional assessment is defined as “an ongoing process of observing a child's current competencies (including knowledge, skills, dispositions and attitudes) and using the information to help the child develop further in the context of family and caregiving and learning environments” (Council of Chief State School Officers (CCSSO), 2004). This section provides information on the purpose of instructional assessment, discusses the process and methods for developing a continuous assessment process, and give specific information on recommended practices related to collecting and reporting assessment information. Recommended tools for instructional assessment are presented.

Purpose

In this section, we discuss the purposes of instructional assessments. These purposes include 1) to identify the individualized needs of children to inform curriculum planning, 2) to develop individualized plans (e.g., IFSPs, IEPs) and 3) to inform families and other team members (such as teaching assistants) of child developmental status. Instructional assessments are a critical part of the continuous assessment system.

“Assessment is a way of ensuring that children are making progress,” (Dodge, Herriman, Charles, & Maiorca, 2004, p. 22). Children’s development and learning are continuous and gradual; a continuous assessment system enables professionals to daily identify what knowledge individual children have acquired and in what areas they need additional support. This information can then be strategically used to plan and revise day-to-day curriculum and to chart longer-range plans. Accurate assessment information will also help early childhood educators to contribute to the design and implementation of individualized instruction and effective IFSPs and IEPs.

Recommended Practices in Instructional Assessment

Children's learning is complex. Therefore, early childhood educators cannot assess or document each time a child exhibits a new behavior, skill or acquired knowledge. Early childhood programs must instead focus, select, and sample behaviors which are congruent with program and family goals (Stiggins & Conklin, 1992). A program's goals and objectives will also provide guidance as early childhood educators develop a continuous assessment system. An assessment system must align with program outcomes, standards, aims, goals, and/or objectives and classroom or individual instruction.

There are several critical steps in designing this component of a continuous assessment system. First, programs must plan to gather information for all the major developmental domains or dimensions of development. The National Education Goals Panel (Kagan, Moore, & Bredekamp, 1995) identified five critical dimensions:

- Physical well-being and motor development
- Social and emotional development
- Approaches toward learning
- Language development
- Cognitive and general knowledge

Your program may call the learning domains by different names, but all need to be included in your continuous assessment system. Even if your early childhood program emphasizes one or two developmental areas more than others, research demonstrates that the domains interact to affect learning. A child's poor motor development will not only be evident on the playground, but in the classroom or at home as well. "Assessment should be holistic, including multiple domains of a child's development, taking individual and cultural differences into account" (School Readiness in North Carolina, 2000).

Second, tools for assessing young children's progress must be: clearly connected to important learning represented in the *Kentucky Early Childhood Standards*; technically, developmentally and culturally valid; and yield comprehensive, useful information (Harrington, 2000). Third, instructional assessment should provide outcomes that also match family goals and cultural preferences. The objectives generated from these assessments must be valued by family members, their community, and culture.

Finally, screening and diagnostic assessment tools will not provide information sufficient for

the purposes of instructional program planning. The outcomes or information necessary to make good decisions about screening, eligibility, and program planning are quite different.

Our goal in this section is to provide guidance to programs as they revise and/or develop an early childhood assessment system that is aligned with the *Kentucky Early Childhood Standards* and their program goals and instructional practices. There are several other important practices that must be addressed in the assessment process. Assessments should:

- address all relevant domains, measure developmentally appropriate skills, learning strategies, and learning styles, and be conducted in natural, authentic situations;
- be ongoing and closely related to curriculum development and program planning, and provide [early childhood educators] with guidance for how to design child-centered curriculum (Bredekamp & Rosegrant, 1995);
- result in information that is useful in planning children’s experiences and making decisions (Bagnato, Neisworth, & Munson, 1989; Bredekamp, & Rosegrant, 1995);
- result in determination of both skills and processes that young children need to learn (Bredekamp & Rosegrant, 1995);
- involve multiple informants, including the family (Bagnato, Neisworth, & Munson, 1989; Bredekamp, & Rosegrant, 1995) and yield understandable information that is easily related to families and other team members;
- help [early childhood educators] modify environments and practices in order to maximize child learning (NAEYC & NAECDS/SDE, 2003);
- yield understandable information and data easily related to families;
- help program staff identify children for more focused intervention (NAEYC & NAECDS/SDE, 2003); and
- provide information that is used to benefit children.

Methods of Collecting Continuous Assessment Information

There are several methods that can be used to gather information about children. These methods are adult mediated (facilitated), child centered, embedded in the curriculum, ongoing and cumulative, and based on multiple theories and knowledge about child growth and development (Puckett & Black, 2000). “Ongoing assessment is the process of gathering information in the context of everyday [routines and] class activities to obtain a representative picture of children’s abilities and progress” (Dodge, Herriman, Charles, & Maiorca, 2004, p. 21). Authentic assessment strategies are the preferred method of conducting assessments for young children. Authentic assessment (or performance-based assessments) are defined as “any assessment strategy designed to estimate a child's knowledge, understanding, ability, skill and/or attitudes in a consistent fashion across individuals emphasizing methods other than standardized

achievement tests, particularly those using multiple choice formats” (Dodge, Herriman, Charles, & Maiorca, 2004, p. 21).

There are four primary *methods* your program can use to conduct /instructional assessments using a performance or authentic approach: observation, interview, evaluating children’s work, and direct testing (McLean, Wolery, & Bailey, 2004; Meisels & Fenichel, 1996; Bagnato, Neisworth, & Munson, 1997). Recommended practice would suggest that all of these methods are important in instructional assessment. The processes used within each of these methods can vary from informal to more structured and formalized. All of these methods can be a part of your early childhood continuous assessment system; however, they should include normal routines and classroom activities. Additionally, the methods should be directly relevant to instructional decisions that help children make progress and be used to monitor progress toward developmental goals.

Observation

The use of systematic observation in early childhood settings and natural environments can yield valuable information that is collected through focused watching and listening of children’s verbal and nonverbal behavior. According to Dichtelmiller et al. (2001), “Observation is defined as watching or regarding with attention or purpose in order to see or learn something. Observation allows us to learn about children by carefully watching them, listening to them, and studying their work (p.22).” Dichtelmiller et al. offers the following suggestions for observing young children:

- Ask questions that encourage them to describe their thinking,
- Listen to them as they describe how they made decisions and solved problems,
- Watch them as they play and work with materials and other children,
- Hold conferences with them about their work,
- Listen as they talk with others informally and during group discussions,
- Study their work (e.g. projects, writing, drawings, reports, learning logs, journals).

Systematic observations can be recorded in a variety of ways:

- Anecdotal records/notes
- Checklists
- Participation charts
- Frequency counts
- Inventories
- Rating scales

- Time sampling
- Event sampling

Accuracy and consistency by early childhood educators in completing data records is essential to ensure the trustworthiness of authentic assessments. In order to assure the needed accuracy and consistency, early childhood programs must plan for training opportunities provided by Kentucky's colleges and universities, , Regional Training Centers, Child Care Aware of Kentucky, professional conferences and institutes, and other professional development activities that meet the program's goals.

Interviews

“Assessments of young children should not be limited to direct assessment of the child, but should also include information from parents and teachers” (School Readiness in North Carolina, 2000). To this end, interviews provide a good way to gather information about a child's current developmental status and progress from family members and caregivers who interact with the child on a regular basis. These interviews can be used to gather specific information about the child's abilities, to explore areas where the child may be experiencing difficulty, and to share the child's likes and dislikes. When conducting interviews, early childhood educators will first prepare for the interview by studying examples of the child's work over time; reading past observation notes on the child's behavior, interests, and special talents; being ready to share a positive perspective of the child for the families; and having ideas ready to encourage parent-program collaboration (Bredekamp & Rosegrant, 1995).

When conducting interviews with families, specific care should be taken to ensure that the interview is conducted in a culturally sensitive manner. If the interview is the first one conducted with the family, it's preferable to have it at the child's home—where the child and family are most comfortable—and at a time that is convenient for them. The early care and education professional should let the family know how information that is shared will be used and should assure family members of the confidentiality of their communication (Gestwicki, 2000, pp. 188, 192).

Specific recommendations (Gestwicki, 2000, pp. 242-264) for effective interviews follow.

- Explain the purpose of the interview.
- Plan for uninterrupted time.

- Plan for a private location.
- Set objectives and outline the items/topics to be covered.
- Help family members feel at ease.
- Begin with a positive attitude.
- Encourage family members to share information and expand on topics.
- Use good communication skills, such as paraphrasing, reflecting, active listening, and summarizing.

In addition, it is best to avoid:

- Giving advice or rushing into solutions.
- Technical terminology.
- Assuming the role of the “expert.”
- Negative or critical evaluations of the child’s capabilities.
- Unprofessional conversation.

Evaluating Children’s Work

“All [programs] should incorporate observations by [early childhood educators] and performance portfolios in the assessment and evaluation of young children” (National Educational Goals Panel, 1991, p. 10). Portfolio assessments are defined by CCSSO (2004) as “a collection of work, usually drawn from children’s classroom work, which, when subjected to objective analysis, become an assessment tool. This occurs when (1) the assessment purpose is defined; (2) criteria or methods are made clear for determining what is put into the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about children’s learning.”

Portfolios can fulfill many of the basic purposes of child assessment. A child’s portfolio is an organized, purposeful collection of evidence documenting a child’s development and learning over time. A child’s portfolio can be contained in a box, folder, file, computer disk, or other containers. Valencia and Place (1994) identify four major types of portfolios.

- The showcase portfolio, which shows a child’s best or favorite work.
- The evaluation portfolio, in which most of the contents are specified and scored.
- The documentation portfolio, which holds evidence of children’s work and progress selected to build a comprehensive description of each child.
- The process portfolio, which contains ongoing work for a larger project, usually chronicled and commented on by the child.

Professionals select different types of portfolios depending on their purposes and what will

best serve a particular group of early childhood educators and children (Murphy & Smith, 1990). For the assessment of children in early childhood programs, early childhood educators may also choose portfolio categories that correspond to the broad goals identified by the National Education Goals Panel (Kagan, Moore, & Bredekamp, 1995): physical well-being and motor development; social and emotional development; approaches toward learning; language development; and cognition and general knowledge. Other programs might choose the traditional developmental domains of physical, cognitive, language, social emotional development, and adaptive. Yet another option may be to choose subject matter categories such as health and safety, social studies, science, mathematics, and language and literacy. There is no one way to construct a portfolio, and programs need to thoughtfully consider how they will build children's portfolios and for which/what purpose. In summary, performance or portfolio assessments can be conducted in an authentic way if the assessment meets the following criteria (Puckett & Black, 2000, p. 215):

- is performance based,
- capitalizes on the strengths of the learner,
- is based on real-life events,
- emphasizes emerging skills,
- focuses on purposeful learning,
- relates to instruction,
- is ongoing in all contexts – home, school, community,
- provides a broad and general picture of child's learning and capabilities,
- is based on authentic curricula, and
- celebrates, supports, and facilitates development and learning.

Constructing a portfolio using these criteria will ensure you have used an authentic approach to evaluating children's work.

Direct Assessment

There are times when it is appropriate and desirable to use direct assessment of children as a means to gather information about their growth and development. Direct assessment can involve demonstrations, written, or oral responses by children in response to a direct request by the early childhood educator. Publishers generally provide clear instructions on how items should be presented during the assessment process, including standardized procedures for conducting the assessment and scoring the assessment. While the general instructions for conducting the assessment is provided in the technical manuals for these assessment tools, training is needed

prior to implementing an assessment for the first time. Specific information on the professional development needed in the area of assessment is found in the Professional Development section of this *Guide*. A direct assessment approach may be appropriate when:

- 1) a specific behavior or skill is difficult to observe in natural settings, or
- 2) a child performs better in a more structured environment, with less auditory or visual distraction.

It should be noted that the use of direct testing of children with standardized tests generally require that the early childhood educator have special knowledge and expertise to ensure correct administration and interpretations. It is more typically reserved for use in research or clinical settings or in collecting information to monitor child progress across time. This information is primarily comparison information; comparisons of the child's skills and behavior to other children of a similar age, other children in the same setting, or to previous or future behavior of the same child. These types of standardized assessments have limited use in improving instruction in early childhood environments, determining programming goals and objectives, planning curriculum and daily activities, or determining the interests and motivations of a child (Davis, Kilgo & Gamel-McCormick, 1998). The assessment must also be highly individualized and responsive to each child and family.

Instructional Assessment Tools

The most common type of assessment tool or *instrument* used to inform classroom/programmatic decisions is *curriculum-based*. Unlike diagnostic tools which compare a child's performance with the performance of a similar group of children, instructional tools typically compare a child's performance with a criterion (Bricker, Pretti-Frontczak & McComas, 1998). Curriculum-based assessments are a type of criterion-referenced assessments which document child progress on a continuum of objectives, typically with a developmentally sequenced curriculum. Some criterion-referenced assessments help early childhood educators identify strengths and needs of the children, and can be used in combination with any curriculum, called curriculum compatible (Bagnato, Neisworth & Munson, 1997).

Other *curriculum-based* or *curriculum-embedded assessments* are linked or unified with a particular curriculum, making it possible for early childhood educators to assess each child's developmental level and then easily identify curricular activities that address the child's needs, abilities or learning styles. These types of instruments primarily utilize *observation and*

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interview to gather information about child development. However, some of these assessment instruments also use examples of children's work and direct testing as methods for collecting information. These assessments provide programs with accurate information for planning classroom activities and for identifying individualized developmental goals for young children.

In addition, curriculum-based assessments provide opportunities for teams of professionals and families to work together because the procedures are flexible allowing each member to administer tasks differently for individual children and to use the interaction style that best fits the child and family (Neisworth, Bagnato & Munson, 1997).

While curriculum-based assessment tools employ the use of a variety of methods, they still dictate use of standardized procedures if the outcomes are to be used to provide comparative data at weekly, quarterly, or annual intervals (Bricker, Pretti-Frontczak, & McComas, 1998). That means that the instruments are administered under prescribed conditions that dictate how, when, and by whom the instrument will be given so that the outcomes can be used for comparisons across programs for different children and across time for the same children. The results from these assessment instruments yield scores of a normative group of children (norm-referenced) or from a set of tasks or behaviors (criterion referenced). For the purposes of this *Guide*, the following criteria were used to determine appropriate assessment instruments to be used for instructional purposes.

- The instrument demonstrates technical adequacy.
- Results from the assessment yield functional goals.
- The assessment instrument addresses multiple domains.
- The assessment addresses diversity of learners.
- The assessment provides opportunities to use a variety of methods to collect data.
- The assessment covers a range of ages.
- Opportunities to involve families in the assessment process are provided.
- The assessment may be administered by program staff with training.
- Both quantitative and qualitative data are provided.
- The assessment is currently in use by programs across the state.
- The cost of the instrument, both for initial use and for ongoing data collection, is not prohibitive.
- The time needed to administer the assessment is not prohibitive.

Federal and State Requirements

A number of early care and education programs operating within the state have specific regulations related to instructional evaluation and assessment. These programs include the First Steps program, Head Start, and state-funded preschool programs. Diagnostic evaluation and assessment is not currently required of child care providers.

First Steps - Early Intervention

The statutory authority for evaluation and assessment for infants and toddlers suspected of having a disability is:

- KRS 200.660(7)
- KRS 200.650-676
- 34 C.F.R. 303.321
- 20 U.S.C. 1435 (a) (3),
- 20 U.S.C 1435 (a) (5)
- 20 U.S.C. 1436 (a)(1)-(2)

For more information see: <http://chfs.ky.gov/dph/firstSteps/pptablecontents.htm>

Head Start

Regulations governing evaluation and assessment for Head Start programs are:

- Code of Federal Regulations
- Title 45
- Volume 4
- 45CFR1304.20

For more information see: <http://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Act>

State-Funded Preschool

Regulations governing evaluation and assessment for state-funded preschool children is 704 KAR 3:410, Section 6(18). Assessment within the preschool program must be for the purpose of planning activities and evaluating progress, but cannot be used to restrict entry or exit from the preschool program. Assessment must be developmentally appropriate and used to measure a child's progress in the areas of physical, intellectual, communication, social, emotional,

intrapersonal, and interpersonal skills and development.

Recommended Instructional Assessments

Assessment instruments in the stated edition that meet these criteria include the following.

- **Assessment, Evaluation, and Programming System for Infants and Children (AEPS)**, Second Edition, Brookes Publishing Co.
- **Brigance Inventory of Early Development II**, Curriculum Associates, Inc.
- **The Carolina Curriculum for Infants & Toddlers with Special Needs (CCITSN)**, Third Edition, Brookes Publishing Co.
- **The Carolina Curriculum for Preschoolers with Special Needs (CCPSN)**, Second Edition, Brookes Publishing Co.
- **The Creative Curriculum Developmental Continuum Assessment for Ages 3-5**, Teaching Strategies, Inc.
- **The Creative Curriculum Developmental Continuum for Infants, Toddlers, and Twos**, Teaching Strategies, Inc.
- **Teaching Strategies GOLD**, Teaching Strategies, Inc.
- **Early Learning Accomplishment Profile (E-LAP)**, Kaplan Early Learning Co.
- **Hawaii Early Learning Profile (HELP)**, VORT Corporation
- **High Scope Child Observation Record for Infants and Toddlers (COR)**, Second Edition, High Scope Educational Research Foundation
- **High Scope Preschool Child Observation Record, Second Edition (COR)**, High/Scope Educational Research Foundation
- **Learning Accomplishment Profile 3 (LAP 3)**, Kaplan Early Learning Co.
- **The Ounce Scale**, Pearson Learning Group
- **Transdisciplinary Play Based Assessment (TPBA)**, Brookes Publishing Co.
- **The Work Sampling for Head Start**, Pearson Learning Group
- **The Work Sampling System (WSS)** Fourth Edition, Pearson Learning Group

These assessment instruments have been cross walked (aligned) with Kentucky's Early Childhood Standards to help programs make decisions as they revise and/or construct their early childhood continuous assessment system. These crosswalks can be found in the Recommended Assessment section of this document.

There are a number of assessment tools that offer a data management system as part of their overall assessment package (e.g., Work Sampling System, High Scope Child Observation System). These have been included in this document if they met the criteria described above for inclusion as a instructional assessment and if the assessment could be used separately

from the data management system. However, there are also a number of data management systems that do not have an assessment tool included (e.g., COPA and the Galileo). These types of data management systems have not been included in this document.

Using Assessment Information Meaningfully

Building an early childhood continuous assessment system that will guide early childhood educators' instruction to improve children's learning and development is a complex process. However, programs should not be fearful of the process. Authentic performance assessment helps early childhood educators document and evaluate children's skills, knowledge, and behaviors using actual experience, activities, and products (Dichtelmiller, Jablon, Dorfman, Marsden, & Meisles, 2001). McAfee and Leong (1997) outline for early childhood programs the strategies to implement a continuous authentic assessment system. These authors suggest that programs begin gradually, starting with easy assessment techniques that are appropriate for young children (p. 165).

- Schedule activities so you have time to assess.
- Begin and proceed gradually.
- Start with easy, appropriate techniques.
- Stay organized and current.
- Make assessment a normal part of classroom life.
- Enlist the aid of other people.

When early childhood programs have invested limited program resources to collect authentic child information, it is critical that the information gathered through these assessments be used to improve instruction and optimize outcomes for children. While researchers report that a high degree of planning and organization is necessary to achieve the expected improvements in children's learning and development (Katz & Chard, 1989; Morine-Dersheimer, 1990; (Norman, 2011), much of the planning done by early childhood educators is not formalized or written (Clark & Yinger, 1987; Venn & McCollum, 2002). Therefore, the following strategies can be helpful to you as staff use assessment information in program planning (McAfee & Leong, 2004.)

1. [Early childhood educators] need to ***refer to assessment information as they plan*** and

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make decisions about membership in small group activities, information to be covered in group time, and the amount of time that will be made available for investigation of a specific concept.

2. [Early childhood educators] need to ***allow enough time for thoughtful reflection***, making initial notes to provide a framework and then gradually filling in the details in the day-to-day curriculum plan.
3. [Early childhood educators] need to ***plan ways to meet children's assessed needs***. Accurate data can alert [early childhood educators] to specific areas where children need help to achieve their full potential and move toward meeting developmental milestones.
4. [Early childhood educators] need to deliberately ***incorporate the wealth of information, resources, and strategies*** available to support young children's learning. [early childhood educators] need to be familiar with professional materials available from professional organizations, in professional publications, and from professionals located in their region to access strategies such as scaffolding and guided participation that will support children's learning.
5. [Early childhood educators] are not alone in achieving the goal of children learning and developing. [Early childhood educators] need to ***plan for and with other people in the classroom***. Classroom assistants, aides, families, grandparents, volunteers, older children and resource professionals offer a different perspective that are valuable in planning curriculum as well as implementing the curriculum.

Implementing an authentic continuous assessment system requires a ***balance between what you might like to do with what is possible***. Set priorities for the implementation of the assessment system and begin with the easiest changes first. Start with obvious and critical needs.

Recommended Instructional Assessments

In designing *Kentucky's Early Childhood Continuous Assessment Guide*, the ultimate goal was the identification of specific assessment tools and processes that could help you identify and measure the degree to which children are meeting *Kentucky's Early Childhood Standards*. This section provides specific information on how the assessment tools recommended by the Assessment Work Group are linked with *Kentucky's Early Childhood Standards* and how your program can identify those assessments that best meet your program goals, address the early childhood standards, honor family and cultural preferences, and support quality practices in assessment.

Linking Assessments with Program Goals

Instructional assessments recommended by the Assessment Work Group have been cross-walked or aligned with the Kentucky Child Standards. *Kentucky's Early Childhood Standards* are divided into two specific age groups: those appropriate for children from birth to three years of age, and those appropriate for children three and four years of age. To assist you with choosing an assessment that will provide data on whether children are meeting standards, we have provided two sets of matrices or grids: a *Standards and Assessment Matrix* and *Individual Assessment Crosswalks*.

The Standards and Assessment Matrix indicates whether a particular assessment tool has items that address the specific standards and benchmarks included in *Kentucky's Early Childhood Standards*. You can use this grid to help you identify if there are assessments that may be particularly useful given your program goals. Specifically, you should consider the following attributes of your program.

- 1) What is the **age range** of children that participate in your program? For instance, if your program is designed to provide care and education to only infants and toddlers, then you will want to focus on those assessments that address this population.
- 2) What is the **mission** of your program and what are your **goals**? As mentioned previously, it is important to gather information across all domains. In addition, if your program has a specific or unique focus (e.g., the arts, literacy) you may want to choose an assessment which is strong in the arts and literacy.

There may be other individual program goals or attributes beyond those that are mentioned here that you want to consider. In short, your continuous assessment process will be

individualized for your program based on: age of children, service delivery model, staffing considerations, training needs, and cost. This process can be as individualized as you need it to be to develop your continuous assessment process.

Linking Assessments with Standards

It is important to note the information gained from assessments of young children's progress with respect to standards must be used to benefit children. Assessment and accountability systems should be used to improve practices and services and should not be used to rank, sort, or penalize young children (Harrington, 2000). Keeping this in mind, once you have identified assessments that you think may meet the needs of your program, you can use the *Individual Assessment Crosswalks* to get a better idea of the items on the assessment that are used to help document whether a child has met a specific standard. These crosswalks are designed to match specific assessment items with each standard and benchmark. As you review these crosswalks, you will notice that many times there are numerous items included in an assessment tool that are linked with a particular standard. This is a positive aspect of the crosswalk process. Just as we do not want to use a single assessment or source of information to determine children's status or progress, an individual item on an assessment should not be used to determine whether a child has or has not met a standard or benchmark. Therefore, you will want to look for an assessment tool that links numerous items to a particular standard and benchmark.

Linking Assessments with Quality Practices

As mentioned in the previous section on Instructional assessment, it is also important to determine which methods of collecting data are recommended by the publishers of specific assessment tools. For example, some assessments rely primarily on observation for gathering developmental information on children. These assessment tools are designed around assessing information in normal routines and classroom activities. Other assessment tools combine observations with portfolios, while others include interviews with family members as part of the information gathering process. Specific information about recommended methods can be obtained directly from the publishers and should be included in the assessment manuals.

Linking Assessments with Intervention

There are several steps that can be taken to link the assessment tool you have selected with

the instruction or intervention you plan to implement within your program or classroom.

Step 1: Identify what needs to be assessed: “Cross-walk” state standards with curriculum based measure so that you will have developmental information on each child and can say with some confidence that the child is making progress on the measure.

Step 2: Identify assessment activities and develop activity protocols: Select age-appropriate, motivating activities and embed items from curriculum-based measure into these activities.

Step 3: Conduct assessments in natural environments: Collect data on each child’s skill level within activities. Allow children to participate in activities as they are interested. Work with children in groups, when possible. Record information according to scoring criteria for the assessment you have selected. As you plan daily activities and projects decide on the focus of the observations for the week.

Step 4: Use assessment data to develop curriculum and to report progress toward standards: Use the assessment information to determine areas of strength and needs of children. Plan curricular activities and individualize goals accordingly. You can then aggregate (total or sum) classroom/ individual data to show percentages of children who are performing above and below developmental cutoffs.

The remainder of this section will present the *Standards and Assessment Matrix* and the *Individual Assessment Crosswalks*. Specific information about a particular assessment tool can be obtained through the publisher.

Additional Resources

McAfee, O., Leong, D., & Bodrova, E. (2004). *Basics of Assessment: A primer for early childhood educators*. Washington, DC: NAEYC.

School Readiness in North Carolina (2000). *Strategies for Defining, Measuring, and Promoting Success For All Children*. Report of the Ready for School Goal Team, Executive Summary. Greensboro, NC: SERVE.

Koralek, D. (2004). Assessment. *Young Children*, 59(1).

Ostroksy, M.M. & Horn, E. (2002). Assessment: Gathering meaningful information. *Young Exceptional Children Monograph Series 4*.

RECOMMENDED /INSTRUCTIONAL ASSESSMENT TOOL PUBLISHERS

NAME OF TOOL	PUBLISHER	WEB ADDRESS
Assessment, Evaluation, and Programming System (AEPS) for Infants and Children, <i>Second Edition</i> (0-3 and 3-6 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	www.brookespublishing.com
Brigance Inventory of Early Development-II (IED-II, 0 to 7 years)	Curriculum Associates, Inc. 153 Rangeway Rd. North Billerica, MA 01862	www.curriculumassociates.com
Carolina Curriculum for Infants and Toddlers with Special Needs (CCITSN), <i>Third Edition</i> (0-3 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	www.brookespublishing.com
Carolina Curriculum for Preschoolers with Special Needs (CCPSN), <i>Second Edition</i> (2-5 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	www.brookespublishing.com
Creative Curriculum Developmental Continuum for Infants, Toddlers, and Twos (0-3 yrs)	Teaching Strategies, Inc. 5151 Wisconsin Ave, NW, Suite 300 Washington, DC 20016	www.teachingstrategies.com
Creative Curriculum Developmental Continuum Assessment (3-5 yrs)	Teaching Strategies, Inc. 5151 Wisconsin Ave, NW, Suite 300 Washington, DC 20016	www.teachingstrategies.com
Teaching Strategies GOLD (0 to 6 yrs)	Teaching Strategies, Inc. 5151 Wisconsin Ave, NW, Suite 300 Washington, DC 20016	www.teachingstrategies.com
Early Learning Accomplishment Profile (E-LAP) (0-3 yrs)	KAPLAN Early Learning Company 1310 Lewisville-Clemmons Rd. Lewisville, NC 27023	www.kaplanco.com
Hawaii Early Learning Profile (HELP), (0-3 and 3-6 yrs)	VORT Corporation P.O. Box 60132 Palo Alto, CA 94306	www.vort.com
High/Scope Child Observation Record for Infants and Toddlers (COR), (6 wks-3 yrs)	High/Scope Educational Research Foundation 600 North River Street Ypsilanti, MI 48198-2898	www.highscope.org
Preschool Child Observation Record (COR), <i>Second Edition</i> (2½-6 yrs)	High/Scope Educational Research Foundation 600 North River Street Ypsilanti, MI 48198-2898	www.highscope.org
Learning Accomplishment Profile-Third Edition (LAP-3, 3-6 yrs)	KAPLAN Early Learning Company 1310 Lewisville-Clemmons Rd. Lewisville, NC 27023	www.kaplanco.com
The Ounce Scale (0-3½ yrs)	Pearson Early Learning 1185 Avenue of the Americas, 26 th Floor NY, NY 10036	www.pearsonearlylearning.com

Transdisciplinary Play-Based Assessment (TPBA), <i>Revised Edition</i> (6 mo-6 yrs)	Brookes Publishing P.O. Box 10624 Baltimore, MD 21285-0624	www.brookespublishing.com
Work Sampling for Head Start (3 &4 yrs)	Pearson Early Learning 1185 Avenue of the Americas, 26 th Floor NY, NY 10036	www.pearsonearlylearning.com
Work Sampling System, 4 th Edition (WSS) (3 yrs-6 th grade)	Pearson Early Learning 1185 Avenue of the Americas, 26 th Floor NY, NY 10036	www.pearsonearlylearning.com

BIRTH TO THREE STANDARDS MATRIX

The following matrix provides a side-by-side comparison of the benchmark coverage for each KY-approved assessment tool.

The first column (red) indicates that the assessment tool has at least one item that addresses a skill/component of the benchmark. This item may be at any of the age ranges covered by the Kentucky Early Childhood Standards, either from Birth to Three or Three and Four years. These tools have items that address some of the skills/components associated with a benchmark, but may not be adequate in measuring mastery of the benchmark.

The second column (blue) represents tools that have sufficient items to indicate mastery of the benchmark for exiting toddlers or preschoolers. Benchmarks are designed to look at the full age range of development for children from birth to three years of age or for three and four year old children. A child's exit score on one of the indicated tools shows mastery of the benchmark at age of exit (end of the second year for Birth to Three year old benchmarks and end of fourth year for Three and Four year old benchmarks). These tools can be used to show that the skills/components of a benchmark have been mastered at exit from the respective program level.

Assessment	Communication						Cognitive				Social Emotional			
Benchmark	1.1	1.2	2.1	2.2	3.1	3.2	1.1	1.2	1.3	1.4	1.1	1.2	2.1	2.2
AEPS (0-3 yrs)														
Brigance (0-7 yrs) 2010														
Carolina - Infants & Toddlers (0-3 yrs)														
Carolina - Preschoolers (2-5 yrs)														
Infant and Toddler COR (6 wks-3 yrs)														
GOLD														
E-LAP (0-3 yrs)														
HELP (0-3 yrs)														

BIRTH TO THREE STANDARDS MATRIX

Assessment	Motor										Creative Expression							
Benchmark	1.1		1.2		1.3		1.4		1.5		1.1		1.2		1.3		1.4	
AEPS (0-3 yrs)																		
Brigance (0-7 yrs) 2010																		
Carolina - Infants & Toddlers (0-3 yrs)																		
Carolina - Preschoolers (2-5 yrs)																		
Infant and Toddler COR (6 wks-3 yrs)																		
GOLD																		
E-LAP (0-3 yrs)																		
HELP (0-3 yrs)																		

THREE AND FOUR STANDARDS MATRIX

Assessment	Language Arts														
Benchmark	1.1	1.2	1.3	2.1	2.2	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3	
AEPS (0-3 yrs)															
Brigance 2010															
Carolina - Preschoolers (2-5 yrs)															
COR															
Creative Curriculum															
GOLD															
LAP-3															
HELP															
Work Sampling															
Work Sampling (Head Start)															

Assessment	Mathematics				Science					Social Studies					
Benchmark	1.1	1.2	1.3	1.4	1.1	1.2	1.3	1.4	1.5	1.1	1.2	1.3	1.4	1.5	1.6
AEPS (0-3 yrs)															
Brigance 2010															
Carolina - Preschoolers (2-5 yrs)															
COR															
Creative Curriculum															
GOLD															
LAP-3															
HELP															
Work Sampling															
Work Sampling (Head Start)															

THREE AND FOUR STANDARDS MATRIX

Assessment	Health/Mental Wellness								Physical Education								Arts and Humanities							
Benchmark	1.1	1.2	1.3	1.4	1.1	1.2	1.3	1.4	1.1	1.2	1.3	1.4	1.1	1.2	1.3	1.4	1.1	1.2	1.3	1.4	1.1	1.2	1.3	1.4
AEPS (0-3 yrs)																								
Brigance 2010																								
Carolina - Preschoolers (2-5 yrs)																								
COR																								
Creative Curriculum																								
GOLD																								
LAP-3																								
HELP																								
Work Sampling																								
Work Sampling (Head Start)																								

Kentucky Early Childhood Standards Crosswalks

Kentucky Early Childhood Standards Birth to Three Crosswalk

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Cognitive Standard 1: Explores the environment to gain information	
Benchmark 1.1: Demonstrates curiosity in the environment	
Assessment, Evaluation, and Programming System, 0-3	<u>Fine Motor</u> : Reach, Grasp, and Release; Functional Use of Fine Motor Skills <u>Cognitive</u> : Causality; Interaction with Objects; Early Concepts
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Self-Regulation and Responsibility; Self-Help: Grooming <u>Cognition</u> : Attention and Memory: Visual/Spatial; Visual Perception: Blocks and Puzzles; Functional Use of Objects and Symbolic Play; Problem Solving/Reasoning; Number Concepts; Sound Awareness and Localization <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive <u>Communication</u> : Conversation Skills <u>Fine Motor</u> : Grasp and Manipulation; Bilateral Skills; Visual-Motor Skills
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Development of Symbolic Play; Sound Awareness and Localization; Problem Solving: Cause and Effect; Spatial Relationships; Concepts: Pictures; Concepts: Numbers; Discrimination/Classification: Matching and Sorting; Discrimination/Classification: Size <u>Language-Receptive</u> : Understanding the Meanings of Words: Objects, Event, and Relationships <u>Language-Expressive</u> : Communicating with Others: Gesturally <u>Gross Motor</u> : Supine <u>Fine Motor: Foundations</u> : Reach/Approach; Bilateral and Midline Skills <u>Fine Motor: Perceptual-Motor Integration</u> : Spatial Perception and Planning: Pre-Writing; Spatial Perception and Planning: Block Construction ; Spatial Perception and Planning: Formboard; <u>Social-Emotional</u> : Attachment/Separation/Autonomy; Development of Self <u>Self-Help</u> : Household Independence/Responsibility
Brigance 2004	<u>Pre-ambulatory Motor Skills and Behaviors</u> : Supine Position Skills and Behaviors <u>Fine-Motor Skills and Behaviors</u> : General Eye/Finger/Hand Manipulative Skills <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors
Brigance 2010	<u>Physical Development: Pre-ambulatory Motor Skills</u> : Supine Position Skills and Behaviors <u>Physical Development: Fine-Motor Skills</u> : General Eye/Finger/Hand Manipulative Skills <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Sense of Self</u> : Solving Problems <u>Social Relations</u> : Playing with Others <u>Creative Representation</u> : Pretending; Exploring Building and Art Materials; Responding to and Identifying Pictures and Photographs <u>Communication and Language</u> : Communicating Interest Nonverbally <u>Exploration and Early Logic</u> : Exploring Objects; Exploring Categories; Developing Number Understanding, Exploring Space; Exploring Time

Kentucky Early Childhood Standards Birth to Three Crosswalk

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Creative Curriculum For Infants, Toddlers, & Twos	<u>Cognitive Development</u> : Understands How Objects Can Be Used; Shows a Beginning Understanding of Cause and Effect; Engages in Pretend Play
Early Learning Accomplishment Profile, 0-3	Fine Motor Cognitive Language Self-Help Social/Emotional
Teaching Strategies GOLD	<u>Cognitive</u> : Demonstrates Positive Approaches to Learning; Uses Classification Skills <u>Mathematics</u> : Uses Number Concepts and Operations; Explores and Describes Spatial Relationships and Shapes; Demonstrates Knowledge of Patterns
Ounce	Exploration and Problem Solving

Cognitive Standard 1: Explores the environment to gain information	
Benchmark 1.2: Responds to the environment	
Assessment, Evaluation, and Programming System, 0-3	<u>Cognitive</u> : Sensory Stimuli; Object Permanence; Causality; Imitation; Problem Solving; Interaction with Objects; Early Concepts <u>Social-Communication</u> : Pre-linguistic Communicative Interactions
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Interpersonal Skills; Self-Concept <u>Cognition</u> : Attention and Memory: Visual/Spatial; Visual Perception: Blocks and Puzzles; Problem Solving/Reasoning <u>Cognition/Communication</u> : Attention and Memory: Auditory <u>Communication</u> : Verbal Comprehension; Imitation: Vocal <u>Fine Motor</u> : Imitation: Motor; Grasp and Manipulation; Tool Use
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Development of Symbolic Play; Gestural Imitation; Sound Awareness and Localization; Problem Solving: Means-Ends; Problem Solving: Cause and Effect; Spatial Relationships <u>Language-Receptive</u> : Understanding the Meanings of Words: Objects, Event, and Relationships <u>Language-Expressive</u> : Communicating with Others: Gesturally <u>Fine Motor: Foundations</u> : Visual Responses and Tracking <u>Social-Emotional</u> : Attachment/Separation/Autonomy; Expression of Emotions and Feelings; Learning Rules and Expectations; <u>Self-Help</u> : Household Independence/Responsibility
Brigance 2004	<u>Fine-Motor Skills and Behaviors</u> : General Eye/Finger/Hand Manipulative Skills <u>Speech and Language Skills</u> : Pre-speech Receptive Language; Pre-speech Gestures; Pre-speech Vocalizations; General Speech and Language Development <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors

Kentucky Early Childhood Standards Birth to Three Crosswalk

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Brigance 2010	<u>Physical Development: Fine-Motor Skills:</u> General Eye/Finger/Hand Manipulative Skills <u>Language Development:</u> Pre-speech Receptive Language; Pre-speech Gestures; Pre-speech Vocalizations; General Speech and Language Development <u>Academic/Cognitive: Literacy:</u> Response to and Experience with Books <u>Social and Emotional Development:</u> General Social and Emotional Development; Play Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Sense of Self:</u> Solving Problems <u>Social Relations:</u> Playing with Others <u>Creative Representation:</u> Pretending; Responding to and Identifying Pictures and Photographs <u>Movement:</u> Moving to Music <u>Communication and Language:</u> Listening and Responding; Communicating Interest Nonverbally <u>Exploration and Early Logic:</u> Exploring Objects; Developing Number Understanding, Exploring Space; Exploring Time
Creative Curriculum For Infants, Toddlers, & Twos	<u>Cognitive Development:</u> Sustains Attention; Shows a Beginning Understanding of Cause and Effect; Uses Problem-Solving Strategies; Engages in Pretend Play <u>Language Development:</u> Develops Receptive Language; Participates in Conversations
Early Learning Accomplishment Profile, 0-3	Fine Motor Cognitive Language Self-Help Social/Emotional
Teaching Strategies GOLD	<u>Language:</u> Listens to and Understands Increasingly Complex Language; Uses Appropriate Conversational and Other Communication Skills <u>Cognitive:</u> Demonstrates Positive Approaches to Learning; Uses Symbols and Images to Represent Something Not Present
Ounce	Understanding and Communicating Exploration and Problem Solving

Cognitive Standard 1: Explores the environment to gain information	
Benchmark 1.3: Recalls information about the environment	
Assessment, Evaluation, and Programming System, 0-3	<u>Cognitive:</u> Sensory Stimuli; Object Permanence; Problem Solving; Early Concepts <u>Social-Communication:</u> Pre-linguistic Communicative Interactions; Comprehension of Words and Sentences <u>Social:</u> Interaction with Familiar Adults
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social:</u> Self-Regulation and Responsibility; Interpersonal Skills <u>Cognition:</u> Attention and Memory: Visual/Spatial; Visual Perception: Blocks and Puzzles; Problem Solving/Reasoning <u>Cognition/Communication:</u> Attention and Memory: Auditory <u>Communication:</u> Verbal Comprehension; Conversation Skills <u>Fine Motor:</u> Imitation: Motor

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Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Problem Solving: Object Permanence; Problem Solving: Means-Ends; Problem Solving: Cause and Effect; Spatial Relationships; Discrimination/Classification: Matching and Sorting <u>Language-Receptive</u> : Understanding the Meanings of Words: Objects, Event, and Relationships <u>Language-Expressive</u> : Communicating with Others: Gesturally <u>Fine Motor: Foundations</u> : Visual Responses and Tracking; Bilateral and Midline Skills <u>Social-Emotional</u> : Learning Rules and Expectations; Social Interactions and Play <u>Self-Help</u> : Household Independence/Responsibility
Brigance 2004	<u>Social and Emotional Development</u> : General Social and Emotional Development; Initiative and Engagement Skills and Behaviors
Brigance 2010	<u>Social and Emotional Development</u> : General Social and Emotional Development; Initiative and Engagement Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Sense of Self</u> : Solving Problems <u>Social Relations</u> : Playing with Others <u>Creative Representation</u> : Responding to and Identifying Pictures and Photographs <u>Communication and Language</u> : Communicating Interest Nonverbally <u>Exploration and Early Logic</u> : Exploring Categories; Developing Number Understanding, Exploring Space; Exploring Time
Creative Curriculum For Infants, Toddlers, & Twos	<u>Social/Emotional Development</u> : Trusts Known, Caring Adults; Regulates Own Behavior <u>Cognitive Development</u> : Understands How Objects Can Be Used
Early Learning Accomplishment Profile, 0-3	Fine Motor Cognitive Language Self-Help Social/Emotional
Teaching Strategies GOLD	<u>Social Emotional</u> : Establishes and Sustains Positive Relationships <u>Cognitive</u> : Demonstrates Positive Approaches to Learning; Remembers and Connects Experiences
Ounce	Personal Connections Exploration and Problem Solving

Cognitive Standard 1: Explores the environment to gain information	
Benchmark 1.4: Recognizes characteristics of people and objects	
Assessment, Evaluation, and Programming System, 0-3	<u>Cognitive</u> : Causality; Interaction with Objects; Early Concepts <u>Social-Communication</u> : Transition to Words; Comprehension of Words and Sentences

Kentucky Early Childhood Standards Birth to Three Crosswalk

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Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Self-Regulation and Responsibility; Self-Help: Eating <u>Cognition</u> : Attention and Memory: Visual/Spatial; Visual Perception: Matching and Sorting; Functional Use of Objects and Symbolic Play; Problem Solving/Reasoning <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive; Concepts/Vocabulary: Expressive; Attention and Memory: Auditory <u>Fine Motor</u> : Imitation: Motor; Tool Use
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Development of Symbolic Play; Problem Solving: Cause and Effect; Spatial Relationships; Discrimination/Classification: Matching and Sorting; Discrimination/Classification: Size; Discrimination/Classification: Associative <u>Language-Receptive</u> : Understanding the Meanings of Words: Objects, Event, and Relationships; Understanding the Meanings of Words: Body Parts <u>Language-Expressive</u> : Expressive Vocabulary <u>Social-Emotional</u> : Attachment/Separation/Autonomy; Learning Rules and Expectations
Brigance 2004	<u>Speech and Language Skills</u> : General Speech and Language Development; Picture Vocabulary <u>General Knowledge and Comprehension</u> : Body Parts-Receptive; Body Parts-Expressive; Colors; Knows Use of Objects <u>Social and Emotional Development</u> : General Social and Emotional Development
Brigance 2010	<u>Language Development</u> : General Speech and Language Development; Picture Vocabulary; Body Parts-Receptive; Body Parts-Expressive; Colors; Use of Objects <u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books <u>Social and Emotional Development</u> : General Social and Emotional Development
<u>Child Observation Record for Infants and Toddlers</u>	<u>Creative Representation</u> : Pretending; Exploring Building and Art Materials; Responding to and Identifying Pictures and Photographs <u>Communication and Language</u> : Communicating Interest Nonverbally <u>Exploration and Early Logic</u> : Exploring Objects; Exploring Categories; Developing Number Understanding, Exploring Space; Exploring Time
Creative Curriculum For Infants, Toddlers, & Twos	<u>Cognitive Development</u> : Understands How Objects Can Be Used; Shows a Beginning Understanding of Cause and Effect; Engages in Pretend Play <u>Language Development</u> : Shows an Awareness of Pictures and Print
Early Learning Accomplishment Profile, 0-3	Fine Motor Cognitive Language Self-Help Social/Emotional
Teaching Strategies GOLD	<u>Cognitive</u> : Remembers and Connects Experiences; Uses Classification Skills; Uses Symbols and Images to Represent Something Not Present <u>Mathematics</u> : Compares and Measures
Ounce	Personal Connections Exploration and Problem Solving

Kentucky Early Childhood Standards Birth to Three Crosswalk

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Communication Standard 1: Demonstrates communication skills in order to express self	
Benchmark 1.1: Engages in nonverbal communication for a variety of purposes.	
Assessment, Evaluation, and Programming System, 0-3	<u>Social-Communication</u> : Pre-linguistic Communicative Interaction; Transition to Words
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Interpersonal Skills <u>Cognition/Communication</u> : Concepts/Vocabulary: Expressive <u>Communication</u> : Conversation Skills
Hawaii Early Learning Profile, 0-3	<u>Cognitive</u> : Problem Solving: Cause and Effect <u>Language-Expressive</u> : Communicating with Others: Gesturally <u>Social-Emotional</u> : Attachment/Separation/Autonomy; Expression of Emotions and Feelings; Learning Rules and Expectations; Social Interactions and Play
Brigance 2004	<u>Speech and Language Skills</u> : Pre-speech Gestures <u>Social and Emotional Development</u> : General Social and Emotional Development; Initiative and Engagement Skills and Behaviors
Brigance 2010	<u>Language Development</u> : Pre-speech Gestures <u>Social and Emotional Development</u> : General Social and Emotional Development; Initiative and Engagement Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Communication and Language</u> : Communicating Interest Nonverbally
Creative Curriculum For Infants, Toddlers, & Twos	
Early Learning Accomplishment Profile, 0-3	Cognitive Language Social/Emotional
Teaching Strategies GOLD	<u>Social-Emotional</u> : Regulates Own Emotions and Behaviors; Establishes and Sustains Positive Relationships
Ounce	

Communication Standard 1: Demonstrates communication skills in order to express self	
Benchmark 1.2: Uses vocalizations and/or words (verbal, signed, symbolic) for a variety of purposes.	

Kentucky Early Childhood Standards Birth to Three Crosswalk

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Assessment, Evaluation, and Programming System, 0-3	<u>Cognitive</u> : Imitation; Early Concepts <u>Social-Communication</u> : Pre-linguistic Communicative Interaction; Transition to Words; Comprehension of Words and Sentences; Production of Social-Communicative Signals, Words, Sentences <u>Social</u> : Interaction with Familiar Adults
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Interpersonal Skills; Self-Concept <u>Cognition</u> : Attention and Memory: Visual/Spatial; Functional Use of Objects and Symbolic Play; Problem Solving/Reasoning; Number Concepts <u>Cognition/Communication</u> : Concepts/Vocabulary: Expressive; Attention and Memory: Auditory <u>Communication</u> : Conversation Skills; Grammatical Structure; Imitation: Vocal
Hawaii Early Learning Profile, 0-3	<u>Cognitive</u> : Discrimination/Classification: Associative <u>Language-Receptive</u> : Understanding the Meanings of Words: Objects, Event, and Relationships; Understanding the Meanings of Words: Body Parts <u>Language-Expressive</u> : Expressive Vocabulary; Communicating with Others: Gesturally; Communicating with Others: Verbally; Learning Grammar and Sentence Structure; Development of Sounds and Intelligibility; Communicating through Rhythm <u>Social-Emotional</u> : Attachment/Separation/Autonomy; Development of Self; Expression of Emotions and Feelings; Learning Rules and Expectations; Social Interactions and Play
Brigance 2004	<u>Speech and Language Skills</u> : Pre-speech Receptive Language; Pre-speech Gestures: Pre-speech Vocalizations; General Speech and Language Development; Length of Sentences; Personal Data Response; Picture Vocabulary <u>General Knowledge and Comprehension</u> : Body Parts-Expressive <u>Social and Emotional Development</u> : Play Skills and Behaviors
Brigance 2010	<u>Language Development</u> : Pre-speech Receptive Language; Pre-speech Gestures: Pre-speech Vocalizations; General Speech and Language Development; Length of Sentences; Personal Data Response; Picture Vocabulary; Body Parts-Expressive <u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books; Play Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Sense of Self</u> : Expressing Initiative; Distinguishing Self from Others; Solving Problems <u>Social Relations</u> : Forming an Attachment to a Primary Caregiver; Relating to Familiar Adults; Relating to Another Child; Expressing Emotion; Responding to the Feelings of Others Creative Representation: Exploring Building and Art Materials; Responding to and Identifying Pictures and Photographs <u>Communication and Language</u> : Participating in Give-and-Take Communication; Speaking; Exploring Picture Books; Showing Interest in Stories, Rhymes, and Songs <u>Exploration and Early Logic</u> : Exploring Categories; Developing Number Understanding; Exploring Time
Creative Curriculum For Infants, Toddlers, & Twos	<u>Language Development</u> : Develops Expressive Language; Participates in Conversations
Early Learning Accomplishment Profile, 0-3	Cognitive Language Self-Help Social/Emotional

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Teaching Strategies GOLD	<u>Language</u> : Uses Language to Express Thoughts and Needs; Uses Appropriate Conversational and Other Communication Skills <u>Cognitive</u> : Uses Symbols and Images to Represent Something Not Present <u>Literacy</u> : Demonstrates Phonological Awareness
Ounce	Feelings about Self Understanding and Communicating

Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.	
Benchmark 2.1: Focuses on and attends to communication of others and to sights and sounds in the environment to gain information.	
Assessment, Evaluation, and Programming System, 0-3	<u>Cognitive</u> : Sensory Stimuli, Object Permanence, Early Concepts <u>Social-Communication</u> : Pre-linguistic Communicative Interactions; Comprehension of Words and Sentences; <u>Social</u> : Interaction with Familiar Adults, Interaction with Peers
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Cognition</u> : Attention and Memory: Visual/Spatial <u>Cognition/Communication</u> : Attention and Memory: Auditory <u>Communication</u> : Verbal Comprehension; Conversation Skills; Imitation: Vocal; Imitation: Motor
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Sound Awareness and Localization, Problem Solving: Cause and Effect <u>Language-Receptive</u> : Understanding the Meanings of Words: Objects, Event, and Relationships; Understanding and Following Directions <u>Language-Expressive</u> : Communicating with Others Gesturally; Communicating Through Rhythm <u>Social-Emotional</u> : Attachment/Separation/Autonomy; Expressions of Emotions and Feelings; Learning Rules and Expectations; Social Interactions and Play
Brigance 2004	<u>Speech and Language Skills</u> : Pre-speech Receptive Language, Picture Vocabulary <u>General Knowledge and Comprehension</u> : Body Parts-Receptive <u>Social and Emotional Development</u> : General Social and Emotional Development
Brigance 2010	<u>Language Development</u> : Pre-speech Receptive Language; Picture Vocabulary; Body Parts-Receptive <u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books <u>Social and Emotional Development</u> : General Social and Emotional Development
<u>Child Observation Record for Infants and Toddlers</u>	<u>Movement</u> : Moving to Music <u>Communication and Language</u> : Listening and Responding; Communicating Interest Nonverbally; Participating in Give and Take Communication; Showing Interest in Stories, Rhymes, and Songs <u>Exploration and Early Logic</u> : Exploring Objects; Exploring Categories
Creative Curriculum For Infants, Toddlers, & Twos	<u>Language Development</u> : Develops Receptive Language

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Early Learning Accomplishment Profile, 0-3	Fine Motor Cognitive Language Social/Emotional
Teaching Strategies GOLD	<u>Language</u> : Listens to and Understands Increasingly Complex Language; Uses Appropriate Conversational and Other Communication Skills <u>Cognitive</u> : Demonstrates Positive Approaches to Learning; Remembers and Connects Experiences
Ounce	Understanding and Communicating

Communication Standard 2: Demonstrates listening and observing skills and responds to the communication of others.	
Benchmark: 2.2: Responds to the verbal and nonverbal communication of others.	
Assessment, Evaluation, and Programming System, 0-3	<u>Cognitive</u> : Causality <u>Social-Communication</u> : Pre-linguistic Communicative Interactions; Transition to Words; Comprehension of Words and Sentences <u>Social</u> : Interaction with Familiar Adults; Interaction with Peers
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Interpersonal Skills <u>Cognition</u> : Attention and Memory: Visual/Spatial; Number Concepts <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive; Attention and Memory: Auditory <u>Communication</u> : Verbal Comprehension; Conversation Skills
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Sound Awareness and Localization; Problem Solving: Cause and Effect; Discrimination/Classification: Associative <u>Language-Receptive</u> : Understanding the Meanings of Words: Objects, Event, and Relationships; Understanding the Meanings of Words: Body Parts; Understanding and Following Directions <u>Language-Expressive</u> : Expressive Vocabulary; Communicating with Others: Gesturally; Communicating with Others: Verbally; Communicating through Rhythm <u>Social-Emotional</u> : Development of Self; Expression of Emotions and Feelings; Learning Rules and Expectations; Social Interactions and Play
Brigance 2004	<u>Speech and Language Skills</u> : Pre-speech Receptive Language; Pre-speech Gestures; Pre-speech Vocalization; General Speech and Language Development; Verbal Directions <u>General Knowledge and Comprehension</u> : Body Parts-Receptive <u>Social and Emotional Development</u> : General Social and Emotional Development
Brigance 2010	<u>Language Development</u> : Pre-speech Receptive Language; Pre-speech Gestures; Pre-speech Vocalization; General Speech and Language Development; Verbal Directions; Body Parts-Receptive <u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books <u>Social and Emotional Development</u> : General Social and Emotional Development
Child Observation Record for Infants and Toddlers	<u>Communication and Language</u> : Listening and Responding; Participating in Give-and-Take Communication; Showing Interest in Stories, Rhymes, and Songs

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Creative Curriculum For Infants, Toddlers, & Twos	<u>Social/Emotional Development</u> : Regulates Own Behavior <u>Language Development</u> : Develops Receptive Language; Participates in Conversations
Early Learning Accomplishment Profile, 0-3	Cognitive Language Social/Emotional
Teaching Strategies GOLD	<u>Social-Emotional</u> : Regulates Own Emotions and Behaviors; Establishes and Sustains Positive Relationships; Participates Cooperatively and Constructively in Group Situations <u>Language</u> : Listens to and Understands Increasingly Complex Language; Uses Appropriate Conversational and Other Communication Skills <u>Cognitive</u> : Demonstrates Positive Approaches to Learning <u>Literacy</u> : Demonstrates Phonological Awareness
Ounce	Understanding and Communicating

<i>Communication Standard 3: Demonstrates interest and engages in early literacy activities</i>	
<i>Benchmark 3.1: Demonstrates interest and engages in early literacy activities</i>	
Assessment, Evaluation, and Programming System, 0-3	<u>Fine Motor</u> : Functional Use of Motor Skills <u>Cognitive</u> : Early Concepts <u>Social-Communication</u> : Comprehension of Words and Sentences
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Cognition</u> : Attention and Memory: Visual/Spatial; Functional Use of Objects and Symbolic Play <u>Communication</u> : Conversation Skills <u>Fine Motor</u> : Grasp and Manipulation; Visual-Motor Skills
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Concepts: Pictures <u>Language-Expressive</u> : Communicating with Others: Verbally <u>Fine Motor: Foundations</u> : Grasp and Prehension <u>Fine Motor: Perceptual-Motor Integration</u> : Spatial Perception and Planning: Pre-Writing; Manipulative Prehension: Pages
Brigance 2004	<u>Fine-Motor Skills and Behaviors</u> : Pre-handwriting <u>Speech and Language Skills</u> : Picture Vocabulary <u>General Knowledge and Comprehension</u> : Response to and Experience with Books
Brigance 2010	<u>Physical Development: Fine-Motor Skills</u> : Pre-handwriting <u>Language Development</u> : Picture Vocabulary <u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books

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<u>Child Observation Record for Infants and Toddlers</u>	<u>Creative Representation</u> : Responding to and Identifying Pictures and Photographs <u>Communication and Language</u> : Exploring Picture Books
Creative Curriculum For Infants, Toddlers, & Twos	<u>Language Development</u> : Enjoys Books and Being Read to; Shows an Awareness of Pictures and Print; Experiments with Drawing and Writing
Early Learning Accomplishment Profile, 0-3	Fine Motor Cognitive Language Social/Emotional
Teaching Strategies GOLD	<u>Physical</u> : Demonstrates Fine-Motor Strength and Coordination <u>Cognitive</u> : Uses Symbols and Images to Represent Something Not Present <u>Literacy</u> : Demonstrates Knowledge of the Alphabet; Demonstrates Knowledge of Print and Its Uses; Comprehends and Responds to Books and Other Texts; Demonstrates Emergent Writing Skills
Ounce	

Communication Standard 3: Demonstrates interest and engages in early literacy activities	
Benchmark 3.2: Demonstrates interest and engagement in stories, songs, and rhymes	
Assessment, Evaluation, and Programming System, 0-3	<u>Cognitive</u> : Causality; Early Concepts
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Cognition</u> : Attention and Memory: Visual/Spatial; Functional Use of Objects and Symbolic Play <u>Cognition/Communication</u> : Attention and Memory: Auditory <u>Communication</u> : Conversation Skills
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Concepts: Pictures <u>Language-Expressive</u> : Communicating with Others: Verbally; Communicating through Rhythm
Brigance 2004	<u>General Knowledge and Comprehension</u> : Response to and Experience with Books <u>Social and Emotional Development</u> : Play Skills and Behaviors
Brigance 2010	<u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books <u>Social and Emotional Development</u> : Play Skills and Behaviors

Kentucky Early Childhood Standards Birth to Three Crosswalk

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<u>Child Observation Record for Infants and Toddlers</u>	<u>Social Relations</u> : Playing with Others <u>Communication and Language</u> : Showing Interest in Stories, Rhymes, and Songs
Creative Curriculum For Infants, Toddlers, & Twos	<u>Language Development</u> : Enjoys Books and Being Read to; Shows an Awareness of Pictures and Print
Early Learning Accomplishment Profile, 0-3	Cognitive Language Social/Emotional
Teaching Strategies GOLD	<u>Language</u> : Listens to and Understands Increasingly Complex Language <u>Cognitive</u> : Uses Symbols and Images to Represent Something Not Present <u>Literacy</u> : Demonstrates Phonological Awareness; Demonstrates Knowledge of Print and Its Uses; Comprehends and Responds to Books and Other Texts
Ounce	

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.1: Enjoys and engages in visual arts	
Assessment, Evaluation, and Programming System, 0-3	<u>Fine Motor</u> : Functional Use of Fine Motor Skills <u>Social-Communication</u> : Comprehension of Words and Sentences
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Cognition/Communication</u> : Concepts/Vocabulary: Expressive <u>Fine Motor</u> : Visual-Motor Skills
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Discrimination/Classification: Matching and Sorting; Discrimination/Classification: Size <u>Fine Motor: Foundations</u> : Visual Responses and Tracking <u>Fine Motor: Perceptual-Motor Integration</u> : Spatial Perception and Planning: Pre-Writing; Spatial Perception and Planning: Paper Activities; Manipulative Prehension: Scissors
Brigance 2004	<u>Fine-Motor Skills and Behaviors</u> : Pre-handwriting; Cutting with Scissors <u>General Knowledge and Comprehension</u> : Response to and Experience with Books
Brigance 2010	<u>Physical Development: Fine-Motor Skills</u> : Pre-handwriting; Cutting with Scissors <u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books
<u>Child Observation Record for Infants and Toddlers</u>	<u>Creative Representation</u> : Exploring Building and Art Materials; Responding to and Identifying Pictures and Photographs <u>Communication and Language</u> : Exploring Picture Books

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Creative Curriculum For Infants, Toddlers, & Twos	<u>Language Development</u> : Shows an Awareness of Pictures and Print; Experiments with Drawing and Writing
Early Learning Accomplishment Profile, 0-3	Fine Motor Cognitive
Teaching Strategies GOLD	<u>Cognitive</u> : Uses Symbols and Images to Represent Something Not Present <u>Literacy</u> : Demonstrates Emergent Writing Skills
Ounce	

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.2: Enjoys and engages in movement and dance	
Assessment, Evaluation, and Programming System, 0-3	<u>Cognitive</u> : Causality <u>Social</u> : Interaction with Familiar Adults
Carolina Curriculum for Infants and Toddlers with Special Needs	
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Language-Expressive</u> : Communicating through Rhythm <u>Social-Emotional</u> : Social Interactions and Play
Brigance 2004	<u>Social and Emotional Development</u> : Play Skills and Behaviors
Brigance 2010	<u>Social and Emotional Development</u> : Play Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Movement</u> : Moving to Music
Creative Curriculum For Infants, Toddlers, & Twos	
Early Learning Accomplishment Profile, 0-3	Social/Emotional
Teaching Strategies GOLD	

Kentucky Early Childhood Standards Birth to Three Crosswalk

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Ounce	
Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.3: Enjoys and engages in music	
Assessment, Evaluation, and Programming System, 0-3	
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Cognition</u> : Attention and Memory: Visual Spatial <u>Cognition/Communication</u> : Attention and Memory: Auditory <u>Fine Motor</u> : Tool Use
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Language-Expressive</u> : Communicating through Rhythm
Brigance 2004	<u>Speech and Language Skills</u> : Pre-speech Vocalization
Brigance 2010	<u>Language Development</u> : Pre-speech Vocalization
<u>Child Observation Record for Infants and Toddlers</u>	<u>Movement</u> : Moving to Music <u>Communication and Language</u> : Showing interest in Stories, Rhyme, and Songs
Creative Curriculum For Infants, Toddlers, & Twos	
Early Learning Accomplishment Profile, 0-3	Fine Motor Cognitive Language Social/Emotional
Teaching Strategies GOLD	<u>Literacy</u> : Demonstrates Phonological Awareness
Ounce	

Creative Expression Standard 1: Demonstrates interest and participates in various forms of creative expression	
Benchmark 1.4: Enjoys and engages in pretend play and drama	

Kentucky Early Childhood Standards Birth to Three Crosswalk

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Assessment, Evaluation, and Programming System, 0-3	<u>Cognitive</u> : Interaction with Objects <u>Social-Communication</u> : Transition to Words
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Interpersonal Skills; Self-concept <u>Cognition</u> : Attention and Memory: Visual Spatial; Functional Use of Objects and Symbolic Play <u>Cognition/Communication</u> : Attention and Memory: Auditory <u>Fine Motor</u> : Imitation: Motor
Hawaii Early Learning Profile, 0-3	<u>Cognitive</u> : Development of Symbolic Play
Brigance 2004	<u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
Brigance 2010	<u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
Child Observation Record for Infants and Toddlers	<u>Creative Representation</u> : Pretending
Creative Curriculum For Infants, Toddlers, & Twos	<u>Cognitive Development</u> : Understands How Objects Can Be Used; Engages in Pretend Play
Early Learning Accomplishment Profile, 0-3	Cognitive Self-Help Social/Emotional
Teaching Strategies GOLD	<u>Cognitive</u> : Demonstrates Positive Approaches to Learning; Uses Symbols and Images to Represent Something Not Present
Ounce	

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/ self care routines	
Benchmark 1.1: Moves with purpose and coordination	
Assessment, Evaluation, and Programming System, 0-3	<u>Fine Motor</u> : Reach, Grasp, and Release; Functional Use of Fine Motor Skills <u>Gross Motor</u> : Movement and Locomotion in Supine and Prone Position; Balance and Mobility; Play Skills
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Cognition</u> : Functional Use of Objects and Symbolic Play <u>Fine Motor</u> : Imitation: Motor; Grasp and Manipulation; Bilateral Skills; Tool Use; Visual-Motor Skills <u>Gross Motor</u> : Upright: Posture and Locomotion; Upright: Balance; Upright: Ball Play; Upright: Outdoor Play; Prone; Supine

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Hawaii Early Learning Profile, 0-3	<u>Cognitive</u> : Problem Solving; Means-Ends <u>Gross Motor</u> : Prone; Supine; Mobility and Transitional Movements; Reflexes/Reactions/Responses: Anti-Gravity Responses; Advancing Postural Control: Standing; Advancing Postural Control: Walking/Running; Advancing Postural Control: Climbing; Advancing Postural Control: Stairs; Advancing Postural Control: Riding a Tricycle <u>Fine Motor: Foundations</u> : Reach/Approach; Development of Voluntary Release; Bilateral and Midline Skills <u>Self-Help</u> : Independent Feeding
Brigance 2004	<u>Pre-ambulatory Motor Skills and Behaviors</u> : Supine Position Skills and Behaviors; Prone Position Skills and Behaviors <u>Gross-Motor Skills and Behaviors</u> : Walking; Stairs and Climbing; Running; Jumping; Hopping; Kicking; Balance Beam; Rolling and Throwing <u>Fine-Motor Skills and Behaviors</u> : General Eye/Finger/Hand Manipulative Skills
Brigance 2010	<u>Physical Development: Pre-ambulatory Motor Skills</u> : Supine Position Skills and Behaviors; Prone Position Skills and Behaviors <u>Physical Development: Gross-Motor Skills</u> : Walking; Stairs and Climbing; Running; Jumping; Hopping; Kicking; Balance Beam; Rolling and Throwing <u>Physical Development: Fine-Motor Skills</u> : General Eye/Finger/Hand Manipulative Skills
<u>Child Observation Record for Infants and Toddlers</u>	<u>Movement</u> : Moving Parts of the Body; Moving the Whole Body; Moving with Objects; Moving to Music <u>Exploration and Early Logic</u> : Exploring Objects; Exploring Space
Creative Curriculum For Infants, Toddlers, & Twos	<u>Physical Development</u> : Demonstrates Basic Gross Motor Skills; Demonstrates Basic Fine Motor Skills
Early Learning Accomplishment Profile, 0-3	Gross Motor Fine Motor Cognitive Self-Help
Teaching Strategies GOLD	<u>Physical</u> : Demonstrates Traveling Skills; Demonstrates Gross-Motor Manipulative Skills; Demonstrates Fine-Motor Strength and Coordination
Ounce	Movement and Coordination

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/ self care routines	
Benchmark 1.2: Demonstrates balance and coordination	
Assessment, Evaluation, and Programming System, 0-3	<u>Gross Motor</u> : Movement and Locomotion in Supine and Prone Position; Balance in Sitting; Balance and Mobility; Play Skills

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Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Gross Motor</u> : Upright: Posture and Locomotion; Upright: Balance; Upright: Ball Play; Upright: Outdoor Play; Prone
Hawaii Early Learning Profile, 0-3	<u>Gross Motor</u> : Sitting; Weight-Bearing in Standing; Mobility and Transitional Movements; Reflexes/Reactions/Responses: Reflexes/Reactions; Reflexes/Reactions/Responses: Anti-Gravity Responses; Advancing Postural Control: Standing; Advancing Postural Control: Walking/Running; Advancing Postural Control: Jumping; Advancing Postural Control: Stairs; Advancing Postural Control: Riding a Tricycle; Advancing Postural Control: Balance Beam
Brigance 2004	<u>Pre-ambulatory Motor Skills and Behaviors</u> : Supine Position Skills and Behaviors; Prone Position Skills and Behaviors; Sitting Position Skills and Behaviors; Standing Position Skills and Behaviors <u>Gross-Motor Skills and Behaviors</u> : Standing; Walking; Stairs and Climbing; Running; Jumping; Hopping; Kicking; Balance Beam ; Rolling and Throwing
Brigance 2010	<u>Physical Development: Pre-ambulatory Motor Skills</u> : Supine Position Skills and Behaviors; Prone Position Skills and Behaviors; Sitting Position Skills and Behaviors; Standing Position Skills and Behaviors <u>Physical Development: Gross-Motor Skills</u> : Standing; Walking; Stairs and Climbing; Running; Jumping; Hopping; Kicking; Balance Beam; Rolling and Throwing
<u>Child Observation Record for Infants and Toddlers</u>	<u>Movement</u> : Moving Parts of the Body; Moving the Whole Body; Moving with Objects; Moving to Music
Creative Curriculum For Infants, Toddlers, & Twos	<u>Physical Development</u> : Demonstrates Basic Gross Motor Skills
Early Learning Accomplishment Profile, 0-3	Gross Motor Self-Help
Teaching Strategies GOLD	<u>Physical</u> : Demonstrates Traveling Skills; Demonstrates Balancing Skills; Demonstrates Gross-Motor Manipulative Skills
Ounce	Movement and Coordination

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/ self care routines	
Benchmark 1.3: Exhibits eye-hand coordination	
Assessment, Evaluation, and Programming System, 0-3	<u>Fine Motor</u> : Reach, Grasp, and Release; Functional Use of Fine Motor Skills <u>Gross Motor</u> : Play Skills <u>Adaptive</u> : Feeding
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Self-Help: Eating <u>Fine Motor</u> : Grasp and Manipulation; Bilateral Skills; Tool Use; Visual-Motor Skills <u>Gross Motor</u> : Upright: Ball Play; Supine

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Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Development of Symbolic Play; Problem Solving; Means-Ends; Spatial Relationships ; Discrimination/Classification Size <u>Gross Motor</u> : Supine; Advancing Postural Control: Catching/Throwing <u>Fine Motor: Foundations</u> : Grasp and Prehension; Reach/Approach; Development of Voluntary Release; Bilateral and Midline Skills <u>Fine Motor: Perceptual-Motor Integration</u> : Spatial Perception and Planning: Pre-Writing; Spatial Perception and Planning: Block Construction ; Spatial Perception and Planning: Paper Activities; Manipulative Prehension: Pegboard; Manipulative Prehension: Stringing Beads; Manipulative Prehension: Scissors <u>Social-Emotional</u> : Social Interactions and Play <u>Self-Help</u> : Independent Feeding; Household Independence/Responsibility
Brigance 2004	<u>Gross-Motor Skills and Behaviors</u> : Rolling and Throwing <u>Fine-Motor Skills and Behaviors</u> : General Eye/Finger/Hand Manipulative Skills; Block Tower Building; Pre-handwriting; Cutting with Scissors <u>Self-Help Skills</u> : Feeding/Eating <u>Social and Emotional Development</u> : Play Skills and Behaviors
Brigance 2010	<u>Physical Development: Gross-Motor Skills</u> : Rolling and Throwing <u>Physical Development: Fine-Motor Skills</u> : General Eye/Finger/Hand Manipulative Skills; Block Tower Building; Pre-handwriting; Cuts with Scissors <u>Daily Living</u> : Feeding/Eating <u>Social and Emotional Development</u> : Play Skills and Behaviors
Child Observation Record for Infants and Toddlers	<u>Sense of Self</u> : Developing Self-Help Skills <u>Creative Representation</u> : Exploring Building and Art Materials <u>Movement</u> : Moving Parts of the Body <u>Exploration and Early Logic</u> : Exploring Objects
Creative Curriculum For Infants, Toddlers, & Twos	<u>Physical Development</u> : Demonstrates Basic Fine Motor Skills <u>Cognitive Development</u> : Understands How Objects Can Be Used <u>Language Development</u> : Experiments with Writing and Drawing
Early Learning Accomplishment Profile, 0-3	Gross Motor Fine Motor Cognitive Self-Help
Teaching Strategies GOLD	<u>Social-Emotional</u> : Regulates Own Emotions and Behaviors <u>Physical</u> : Demonstrates Gross-Motor Manipulative Skills; Demonstrates Fine-Motor Strength and Coordination <u>Literacy</u> : Demonstrates Emergent Writing Skills
Ounce	Movement and Coordination

Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/ self care routines

Benchmark 1.4: Controls small muscles in hands

Kentucky Early Childhood Standards Birth to Three Crosswalk

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Assessment, Evaluation, and Programming System, 0-3	<u>Fine Motor</u> : Reach, Grasp, and Release; Functional Use of Fine Motor Skills <u>Adaptive</u> : Feeding; Personal Hygiene; Undressing
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Self-Help: Eating; Self-Help: Dressing; Self-Help: Grooming <u>Cognition</u> : Functional Use of Objects and Symbolic Play <u>Fine Motor</u> : Grasp and Manipulation; Bilateral Skills; Tool Use; Visual-Motor Skills
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Spatial Relationships; Discrimination/Classification: Size <u>Fine Motor: Foundations</u> : Grasp and Prehension; Development of Voluntary Release; Bilateral and Midline Skills <u>Fine Motor: Perceptual-Motor Integration</u> : Spatial Perception and Planning: Pre-Writing; Spatial Perception and Planning: Formboard; Spatial Perception and Planning: Paper Activities; Manipulative Prehension: Pages; Manipulative Prehension: Pegboard; Manipulative Prehension: Stringing Beads; Manipulative Prehension: Scissors <u>Self-Help</u> : Dressing; Independent Feeding; Household Independence/Responsibility
Brigance 2004	<u>Fine-Motor Skills and Behaviors</u> : General Eye/Finger/Hand Manipulative Skills; Pre-handwriting; Cutting with Scissors <u>Self-Help Skills</u> : Feeding/Eating; Undressing; Dressing; Unfastening; Toileting <u>General Knowledge and Comprehension</u> : Response to and Experience with Books <u>Social and Emotional Development</u> : Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
Brigance 2010	<u>Physical Development: Fine-Motor Skills</u> : General Eye/Finger/Hand Manipulative Skills; Pre-handwriting; Cuts with Scissors <u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books <u>Daily Living</u> : Feeding/Eating; Undressing; Dressing; Unfastening; Toileting <u>Social and Emotional Development</u> : Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Creative Representation</u> : Exploring Building and Art Materials <u>Movement</u> : Moving Parts of the Body <u>Communication and Language</u> : Exploring Picture Books <u>Exploration and Early Logic</u> : Exploring Objects; Developing Number Understanding
Creative Curriculum For Infants, Toddlers, & Twos	<u>Physical Development</u> : Demonstrates Basic Fine Motor Skills <u>Language Development</u> : Experiments with Writing and Drawing
Early Learning Accomplishment Profile, 0-3	Gross Motor Fine Motor Cognitive Self-Help

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Teaching Strategies GOLD	<u>Social-Emotional</u> : Regulates Own Emotions and Behaviors <u>Physical</u> : Demonstrates Fine-Motor Strength and Coordination <u>Literacy</u> : Demonstrates Emergent Writing Skills
Ounce	Movement and Coordination
Motor Standard 1: Demonstrates motor skills in daily activities and adaptive/ self care routines	
Benchmark 1.5: Expresses physical needs and actively participates in adaptive/self care routines to have these needs met	
Assessment, Evaluation, and Programming System, 0-3	<u>Adaptive</u> : Feeding; Personal Hygiene; Undressing <u>Social</u> : Interaction with Environment
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Self-Concept; Self-Help: Eating; Self-Help: Dressing; Self-Help: Grooming; Self-Help: Toileting
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Social-Emotional</u> : Expression of Emotions and Feelings <u>Self-Help</u> : Oral-Motor Development; Dressing; Independent Feeding; Sleep Patterns and Behaviors; Grooming and Hygiene; Toileting; Household Independence/Responsibility
Brigance 2004	<u>Self-Help Skills</u> : Feeding/Eating; Undressing; Dressing; Unfastening; Toileting; Bathing; Grooming
Brigance 2010	<u>Daily Living</u> : Feeding/Eating; Undressing; Dressing; Unfastening; Toileting; Bathing; Grooming
<u>Child Observation Record for Infants and Toddlers</u>	<u>Sense of Self</u> : Developing Self-Help Skills
Creative Curriculum For Infants, Toddlers, & Twos	<u>Social/Emotional Development</u> : Uses Personal Care Skills
Early Learning Accomplishment Profile, 0-3	Fine Motor Cognitive Language Self-Help
Teaching Strategies GOLD	<u>Social-Emotional</u> : Regulates Own Emotions and Behaviors
Ounce	Feelings about Self Movement and Coordination

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Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.1: Shows attachments and emotional connection towards others	
Assessment, Evaluation, and Programming System, 0-3	<u>Social-Communication</u> : Pre-linguistic Communicative Interactions <u>Social</u> : Interaction with Familiar Adults
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Self-Regulation and Responsibility; Interpersonal Skills <u>Communication</u> : Conversation Skills
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Language-Expressive</u> : Communicating with Others: Gesturally <u>Social-Emotional</u> : Attachment/Separation/Autonomy; Development of Self; Expression of Emotions and Feelings; Social Interactions and Play
Brigance 2004	<u>Speech and Language Skills</u> : Pre-speech Receptive Language; Pre-speech Gestures <u>Social and Emotional Development</u> : General Social and Emotional Development; Initiative and Engagement Skills and Behaviors
Brigance 2010	<u>Language Development</u> : Pre-speech Receptive Language; Pre-speech Gestures <u>Social and Emotional Development</u> : General Social and Emotional Development; Initiative and Engagement Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Social Relations</u> : Forming an Attachment to a Primary Caregiver; Relating to Another Child; Responding to the Feelings of Others <u>Communication and Language</u> : Listening and Responding; Participating in Give-and-Take Communication <u>Exploration and Early Logic</u> : Exploring Categories
Creative Curriculum For Infants, Toddlers, & Twos	<u>Social/Emotional Development</u> : Trusts Known, Caring Adults; Responds to Others' Feelings with Growing Empathy
Early Learning Accomplishment Profile, 0-3	Cognitive Language Social/Emotional
Teaching Strategies GOLD	<u>Social-Emotional</u> : Regulates Own Emotions and Behaviors; Establishes and Sustains Positive Relationships
Ounce	Personal Connections Relationships with other Children

Social Emotional Standard 1: Demonstrates trust and engages in social relationships	
Benchmark 1.2: Demonstrates desire to create relationships and understandings of these relationships with others	

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Assessment, Evaluation, and Programming System, 0-3	<u>Social-Communication</u> : Pre-linguistic Communicative Interactions <u>Social</u> : Interaction with Familiar Adults; Interaction with Environment; Interaction with Peers
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Self-Regulation and Responsibility; Interpersonal Skills; Self-Concept <u>Cognitive</u> : Functional Use of Objects & Symbolic Play <u>Communication</u> : Conversation Skills
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Development of Symbolic Play; Problem Solving: Cause and Effect <u>Language-Receptive</u> : Understanding the Meanings of Words: Objects, Event, and Relationships <u>Language-Expressive</u> : Expressive Vocabulary; Communicating with Others: Gesturally <u>Social-Emotional</u> : Attachment/Separation/Autonomy; Development of Self; Expression of Emotions and Feelings; Learning Rules and Expectations; Social Interactions and Play
Brigance 2004	<u>Speech and Language Skills</u> : Pre-speech Receptive Language; Pre-speech Gestures; Pre-speech Vocalization <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
Brigance 2010	<u>Language Development</u> : Pre-speech Receptive Language; Pre-speech Gestures; Pre-speech Vocalization <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Sense of Self</u> : Distinguishing Self from Others <u>Social Relations</u> : Forming an Attachment to a Primary Caregiver; Relating to Unfamiliar Adults; Relating to Another Child; Playing with Others <u>Communication and Language</u> : Listening and Responding; Participating in Give-and-Take Communication
Creative Curriculum For Infants, Toddlers, & Twos	<u>Social/Emotional Development</u> : Trusts Known, Caring Adults; Plays with Other Children; Learns to be a Member of a Group
Early Learning Accomplishment Profile, 0-3	Cognitive Language Social/Emotional
Teaching Strategies GOLD	<u>Social-Emotional</u> : Establishes and Sustains Positive Relationships; Participates Cooperatively and Constructively in Group Situations <u>Cognitive</u> : Uses Symbols and Images to Represent Something Not Present
Ounce	Relationships with other Children

Social Emotional Standard 2: Demonstrates sense of self

Benchmark 2.1: Expresses and/or recognizes a variety of emotions

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Assessment, Evaluation, and Programming System, 0-3	<u>Social</u> : Interaction with Familiar Adults; Interaction with Peers
Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Interpersonal Skills; Self-Concept <u>Communication</u> : Conversation Skills
Hawaii Early Learning Profile, 0-3	<u>Cognitive</u> : Development of Symbolic Play <u>Social-Emotional</u> : Attachment/Separation/Autonomy; Development of Self; Expression of Emotions and Feelings; Learning Rules and Expectations; Social Interactions and Play
Brigance 2004	<u>Speech and Language Skills</u> : Pre-speech Receptive Language; Pre-speech Gestures; Pre-speech Vocalization <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
Brigance 2010	<u>Language Development</u> : Pre-speech Receptive Language; Pre-speech Gestures; Pre-speech Vocalization <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Sense of Self</u> : Distinguishing Self from Others; Developing Self-Help Skills <u>Social Relations</u> : Relating to Another Child; Expressing Emotion; Responding to the Feelings of Others; Playing with Others
Creative Curriculum For Infants, Toddlers, & Twos	<u>Social/Emotional Development</u> : Manages Own Feelings; Responds to Others' Feelings with Growing Empathy
Early Learning Accomplishment Profile, 0-3	Cognitive Language Social/Emotional
Teaching Strategies GOLD	<u>Social-Emotional</u> : Regulates Own Emotions and Behaviors; Establishes and Sustains Positive Relationships; Participates Cooperatively and Constructively in Group Situations
Ounce	Feelings about Self Relationships with other Children

Social Emotional Standard 2: Demonstrates sense of self	
Benchmark 2.2: Develops the ability to control feelings and behavior and understands simple rules and limitations	
Assessment, Evaluation, and Programming System, 0-3	<u>Social</u> : Interaction with Environment

Kentucky Early Childhood Standards Birth to Three Crosswalk

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Carolina Curriculum for Infants and Toddlers with Special Needs	<u>Personal-Social</u> : Self-Regulation and Responsibility; Interpersonal Skills; Self-Concept <u>Cognition</u> : Attention and Memory: Visual/Spatial <u>Cognition/Communication</u> : Concepts/Vocabulary: Expressive <u>Communication</u> : Conversation Skills
Hawaii Early Learning Profile, 0-3	<u>Regulatory/Sensory Organization</u> <u>Cognitive</u> : Development of Symbolic Play <u>Language-Receptive</u> : Understanding the Meanings of Words: Objects, Event, and Relationships <u>Language-Expressive</u> : Expressive Vocabulary <u>Social-Emotional</u> : Development of Self; Learning Rules and Expectations; Social Interactions and Play
Brigance 2004	<u>Speech and Language Skills</u> : General Speech and Language Development <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
Brigance 2010	<u>Language Development</u> : General Speech and Language Development <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
<u>Child Observation Record for Infants and Toddlers</u>	<u>Sense of Self</u> : Expressing Initiative <u>Social Relations</u> : Playing with Others
Creative Curriculum For Infants, Toddlers, & Twos	<u>Social/Emotional Development</u> : Regulates Own Behavior; Manages Own Feelings; Responds to Others' Feelings with Growing Empathy; Learns to be a Member of a Group
Early Learning Accomplishment Profile, 0-3	Cognitive Language Social/Emotional
Teaching Strategies GOLD	<u>Social-Emotional</u> : Regulates Own Emotions and Behaviors; Participates Cooperatively and Constructively in Group Situations
Ounce	Feelings about Self Relationships with other Children

Kentucky Early Childhood Standards Three and Four Crosswalk

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Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.1 Develops skills in and appreciation of visual arts	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Writing Skills <u>Fine Motor</u> : Prewriting; Paper Activities; Scissors
Assessment, Evaluation, and Programming Systems, 3-6	<u>Fine Motor</u> : Bilateral Motor Coordination; Emergent Writing
Brigance 2010	<u>Physical Development: Fine Motor Skills</u> : Pre-handwriting; Draws a Person; Copies Forms; Cuts with Scissors <u>Language Development</u> : Colors
Preschool Child Observation Record	<u>Creative Expression</u> : Making and Building Models; Drawing and Painting Pictures
Creative Curriculum Developmental Continuum. 3-5	<u>Physical Development: Fine Motor</u> : Uses Tools for Writing and Drawing <u>Cognitive Development: Representation and Symbolic Thinking</u> : Makes and Interprets Representations
Work Sampling System	<u>The Arts</u> : Expression and Representation; Understanding and Appreciation
Work Sampling System for Head Start	<u>Creative Arts</u> : Art; Appreciation
Learning Accomplishment Profile -3	Cognitive Fine Motor Pre-Writing
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive; Concepts/Vocabulary: Expressive <u>Communication</u> : Conversation Skills <u>Fine Motor</u> : Grasp & Manipulation; Tool Use; Visual-Motor Skills
Teaching Strategies GOLD	<u>Cognitive</u> : Uses Symbols and Images to Represent Something Not Present

Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.2 Develops skills in and appreciation of dance	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive/Language</u> : Communicating through Rhythm

Kentucky Early Childhood Standards Three and Four Crosswalk

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Assessment, Evaluation, and Programming Systems, 3-6	
Brigance 2010	
<u>Preschool Child Observation Record</u>	<u>Movement and Music</u> : Feeling and Expressing Steady Beat; Moving to Music
Creative Curriculum Developmental Continuum. 3-5	
Work Sampling System	<u>The Arts</u> : Expression and Representation; Understanding and Appreciation
Work Sampling System for Head Start	<u>Creative Arts</u> : Movement; Appreciation
Learning Accomplishment Profile -3	Gross Motor
Carolina Curriculum for Preschoolers with Special Needs	<u>Fine Motor</u> : Imitation: Motor
Teaching Strategies GOLD	

Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences

Benchmark 1.3 Develops skills in and appreciation of music

Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive/Language</u> : Communicating through Rhythm
Assessment, Evaluation, and Programming Systems, 3-6	
Brigance 2010	
<u>Preschool Child Observation Record</u>	<u>Movement and Music</u> : Feeling and Expressing Steady Beat; Moving to Music; Singing

Kentucky Early Childhood Standards Three and Four Crosswalk

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Creative Curriculum Developmental Continuum. 3-5	
Work Sampling System	<u>The Arts</u> : Expression and Representation; Understanding and Appreciation
Work Sampling System for Head Start	<u>Creative Arts</u> : Music; Appreciation
Learning Accomplishment Profile -3	Cognitive Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition/Communication</u> : Attention & Memory: Auditory <u>Fine Motor</u> : Imitation: Motor
Teaching Strategies GOLD	

Arts & Humanities Standard 1: Participates and shows interest in a variety of visual art, dance, music and drama experiences	
Benchmark 1.4: Develops skills in and appreciation of drama	
Hawaii Early Learning Profile for Preschoolers, 3-6	
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Play
Brigance 2010	<u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors
<u>Preschool Child Observation Record</u>	<u>Creative Expression</u> : Pretending
Creative Curriculum Developmental Continuum. 3-5	<u>Cognitive Development: Representation and Symbolic Thinking</u> : Takes on Pretend Roles and Situations; Makes and Interprets Representations
Work Sampling System	<u>The Arts</u> : Expression and Representation; Understanding and Appreciation

Kentucky Early Childhood Standards Three and Four Crosswalk

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Work Sampling System for Head Start	<u>Creative Arts</u> : Dramatic Play; Appreciation
Learning Accomplishment Profile -3	Personal/Social
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal-Social</u> : Interpersonal Skills <u>Cognition</u> : Functional Use of Objects & Symbolic Play
Teaching Strategies GOLD	<u>Cognitive</u> : Uses Symbols and Images to Represent Something Not Present

Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.1 Uses non-verbal communication for a variety of purposes	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Language</u> : Receptive Language: Understanding Words; Sign Language Skills
Assessment, Evaluation, and Programming Systems, 3-6	<u>Fine Motor</u> : Emergent Writing <u>Social</u> : Interaction with Others; Knowledge of Self and Others
Brigance 2010	<u>Physical Development</u> : Fine Motor Skills: Pre-handwriting
Preschool Child Observation Record	<u>Initiative</u> : Making Choices and Plans; Solving Problems with Materials <u>Social Relations</u> : Relating to Other Children; Resolving Interpersonal Conflict; Understanding and Expressing Feelings
Creative Curriculum Developmental Continuum. 3-5	<u>Language Development: Listening and Speaking</u> : Expresses Self Using Words and Expanded Sentences; Asks Questions <u>Language Development: Reading and Writing</u> : Understands the Purpose of Writing
Work Sampling System	<u>Language and Literacy</u> : Writing
Work Sampling System for Head Start	<u>Literacy</u> : Early Writing
Learning Accomplishment Profile -3	Pre-Writing Personal/Social

Kentucky Early Childhood Standards Three and Four Crosswalk

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Carolina Curriculum for Preschoolers with Special Needs	<u>Fine Motor</u> : Visual-Motor Skills
Teaching Strategies GOLD	<u>Literacy</u> : Demonstrates Emergent Writing Skills

Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.2 Uses language (verbal, signed, symbolic) for a variety of purposes.	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Problem Solving/Reasoning; Discrimination/Classification: Associative; Reading Readiness; Math Readiness <u>Language</u> : Receptive Language: Understanding Words; Expressive Vocabulary; Communicating with Others: Verbally; Sign Language Skills <u>Social</u> : Self Identification; Responsibility/Rules; Social Interactions and Play; Social Manners; Social Language; Personal Welfare/Safety
Assessment, Evaluation, and Programming Systems, 3-6	<u>Social Communication</u> : Social-Communicative Interactions; Production of Words, Phrases, and Sentences
Brigance 2010	<u>Language Development</u> : General Speech and Language Development; Picture Vocabulary; Body Parts -Expressive; Colors; Use of Objects <u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books <u>Daily Living</u> : Knows What to Do in Different Situations <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors
Preschool Child Observation Record	<u>Initiative</u> : Making Choices and Plans; Solving Problems with Materials <u>Social Relations</u> : Relating to Adults; Relating to Other Children; Resolving Interpersonal Conflict; Understanding and Expressing Feelings <u>Creative Expression</u> : Pretending <u>Language and Literacy</u> : Listening to and Understanding Speech; Using Vocabulary; Using Complex Patterns of Speech; Showing Awareness of Sounds in Words; Demonstrating Knowledge about Books; Reading <u>Science and Mathematics</u> : Comparing Properties; Identifying Position and Direction; Identifying Sequence, Change, and Causality
Creative Curriculum Developmental Continuum, 3-5	<u>Language Development: Listening and Speaking</u> : Expresses Self Using Words and Expanded Sentences; Answers Questions; Asks Questions; Actively Participates in Conversations
Work Sampling System	<u>Language and Literacy</u> : Speaking
Work Sampling System for Head Start	<u>Language Development</u> : Speaking and Communicating

Kentucky Early Childhood Standards Three and Four Crosswalk

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Learning Accomplishment Profile-3	Cognitive Language Personal/Social
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal-Social</u> : Interpersonal Skills; Self Concept <u>Cognition</u> : Attention & Memory: Visual/Spatial; Functional Use of Objects & Symbolic Play; Problem Solving/Reasoning; Number Concepts <u>Cognition/Communication</u> : Concepts/Vocabulary: Expressive <u>Communication</u> : Conversation Skills
Teaching Strategies GOLD	<u>Language</u> : Uses Language to Express Thoughts and Needs; Uses Appropriate Conversational and Other Communication Skills

Language Arts Standard 1: Demonstrates general skills and strategies of the communication process	
Benchmark 1.3 Communicates with increasing clarity and use of conventional grammar	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Language</u> : Expressive Vocabulary; Communicating with Others: Verbally; Sign Language Skills, <u>Social</u> : Social Language
Assessment, Evaluation, and Programming Systems, 3-6	<u>Social Communication</u> : Production of Words, Phrases, and Sentences
Brigance 2010	<u>Language Development</u> : General Speech and Language Development; Length of Sentences
Preschool Child Observation Record	<u>Language and Literacy</u> : Using Vocabulary, Using Complex Patterns of Speech
Creative Curriculum Developmental Continuum, 3-5	<u>Language Development: Listening and Speaking</u> : Expresses Self Using Words and Expanded Sentences
Work Sampling System	<u>Language and Literacy</u> : Speaking
Work Sampling System for Head Start	<u>Language Development</u> : Speaking and Communicating
Learning Accomplishment Profile -3	Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition/Communication</u> : Concepts/Vocabulary: Expressive <u>Communication</u> : Grammatical Structure

Kentucky Early Childhood Standards Three and Four Crosswalk

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Teaching Strategies GOLD	<u>Language</u> : Uses Language to Express Thoughts and Needs
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.1 Engages in active listening in a variety of situations	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Problem Solving/Reasoning; Discrimination/Classification: Matching and Sorting ; Attention; Reading Readiness <u>Language</u> : Receptive Language: Understanding Words; Following Directions; Expressive Vocabulary; Communicating with Others: Verbally; Sign Language Skills; Speech reading Skills <u>Gross Motor</u> : Swimming <u>Social</u> : Attachment/Adaptive Skills; Responsibility/Rules; Social Interactions and Play; Social Language; Personal Welfare/Safety
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Sequencing <u>Social</u> : Participation
Brigance 2010	<u>Language Development</u> : General Speech and Language Development: Verbal Directions; Picture Vocabulary; Body Parts-Receptive; Colors; Repeats Numbers; Sentence Memory(With Picture Stimuli); Sentence Memory (Without Picture Stimuli) <u>Academic/Cognitive Literacy</u> : Response to and Experience with Books; Auditory Discrimination
Preschool Child Observation Record	<u>Language and Literacy</u> : Listening to and Understanding Speech; Showing Awareness of Sounds in Words; Demonstrating Knowledge About Books <u>Science and Mathematics</u> : Identifying Position and Direction
Creative Curriculum Developmental Continuum, 3-5	<u>Language Development: Listening and Speaking</u> : Understands and Follows Oral Directions; Actively Participates in Conversations
Work Sampling System	<u>Language and Literacy</u> : Listening; Reading
Work Sampling System for Head Start	<u>Language Development</u> : Listening and Understanding <u>Literacy</u> : Book Knowledge and Appreciation
Learning Accomplishment Profile -3	Cognitive Language Self Help Personal/Social
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal-Social</u> : Self-Regulation & Responsibility; Interpersonal Skills <u>Cognition</u> : Number Concepts <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive; Concepts/Vocabulary: Expressive <u>Communication</u> : Verbal Comprehension; Imitation: Vocal

Kentucky Early Childhood Standards Three and Four Crosswalk

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Teaching Strategies GOLD	<u>Language</u> : Listens to and Understands Increasingly Complex Language; Uses Appropriate Conversational and Other Communication Skills
Language Arts Standard 2: Demonstrates general skills and strategies of the listening and observing processes	
Benchmark 2.2 Observes to gain information and understanding	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Problem Solving/Reasoning; Discrimination/Classification: Associative; Reading Readiness; Math Readiness; Discrimination/Classification: Matching and Sorting; <u>Language</u> : Communicating with Others: Verbally; Sign Language Skills; Speech reading Skills <u>Fine Motor</u> : Perceptual Motor: Tactile; Pre-Writing <u>Social</u> : Responsibility/Rules; Social Interactions and Play; Personal Welfare/Safety
Assessment, Evaluation, and Programming Systems, 3-6	<u>Social</u> : Participation
Brigance 2010	<u>Language Development</u> : General Speech and Language Development
Preschool Child Observation Record	<u>Initiative</u> : Taking care of personal needs <u>Creative Representation</u> : Making and Building Models; Drawing and Painting Pictures <u>Science and Mathematics</u> : Identifying Sequence, Change, and Causality; Identifying Materials and Properties; Identifying Natural and Living Things
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Learning and Problem Solving</u> : Observes Objects and Events with Curiosity; Explores Cause and Effect; Applies Knowledge or Experience to a New Context
Work Sampling System	<u>Scientific Thinking</u> : Inquiry <u>Social Studies</u> : People, past and present; People and Where They Live
Work Sampling System for Head Start	<u>Social and Emotional Development</u> : Knowledge of Families and Communities <u>Science</u> : Scientific Skills and Methods; Scientific Knowledge
Learning Accomplishment Profile -3	Cognitive Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal-Social</u> : Self-Regulation & Responsibility <u>Cognition</u> : Attention & Memory: Visual/Spatial; Visual Perception: Matching & Sorting; Problem Solving/Reasoning <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive <u>Communication</u> : Conversation Skills
Teaching Strategies GOLD	<u>Cognitive</u> : Demonstrates Positive Approaches to Learning; Remembers and Connects Experiences

Kentucky Early Childhood Standards Three and Four Crosswalk

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Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.1 Listens to and/or and responds to reading materials with interest and enjoyment.	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Reading Readiness <u>Language</u> : Receptive Language: Understanding Words; Communicating with Others: Verbally
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Sequencing
Brigance 2010	<u>Academic/Cognitive Literacy</u> : Response to and Experience with Books
Preschool Child Observation Record	<u>Language and Literacy</u> : Listening to and Understanding Speech; Demonstrating Knowledge About Books
Creative Curriculum Developmental Continuum, 3-5	<u>Language Development: Reading and Writing</u> : Enjoys and Values Reading
Work Sampling System	<u>Language and Literacy</u> : Reading
Work Sampling System for Head Start	<u>Literacy</u> : Book Knowledge and Appreciation
Learning Accomplishment Profile -3	Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Attention & Memory: Visual/Spatial <u>Cognition/Communication</u> : Attention & Memory: Auditory <u>Communication</u> : Conversation Skills
Teaching Strategies GOLD	<u>Literacy</u> : Comprehends and Responds to Books and Other Texts

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.2 Shows interest and understanding of the basic concepts and conventions of print	

Kentucky Early Childhood Standards Three and Four Crosswalk

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Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Reading Readiness <u>Language</u> : Expressive Vocabulary: Sign Language Skills <u>Fine Motor</u> : Pre-Writing
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Phonological Awareness and Emergent Reading
Brigance 2010	<u>Academic/Cognitive Literacy</u> : Response to and Experience with Books; Visual Discrimination (Forms and Uppercase Letters)
Preschool Child Observation Record	<u>Language and Literacy</u> : Demonstrating Knowledge About Books; Reading
Creative Curriculum Developmental Continuum, 3-5	<u>Language Development: Reading and Writing</u> : Demonstrates Understanding of Print Concepts; Uses Emerging Reading Skills to Make Meaning from Print
Work Sampling System	<u>Language and Literacy</u> : Reading; Writing
Work Sampling System for Head Start	<u>Literacy</u> : Book Knowledge and Appreciation; Print and Alphabet Awareness; Early Writing
Learning Accomplishment Profile -3	Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Attention & Memory: Visual/Spatial; Visual Perception: Matching & Sorting
Teaching Strategies GOLD	<u>Literacy</u> : Demonstrates Knowledge of Print and Its Uses

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.3 Demonstrates knowledge of the alphabet	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Reading Readiness

Kentucky Early Childhood Standards Three and Four Crosswalk

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Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Phonological Awareness and Emergent Reading
Brigance 2010	<u>Academic/Cognitive Literacy</u> : Recites Alphabet; Identifies Uppercase Letters; Identifies Lowercase Letters
<u>Preschool Child Observation Record</u>	<u>Language and Literacy</u> : Using Letter Names and Sounds; Reading; Writing
Creative Curriculum Developmental Continuum, 3-5	<u>Language Development: Reading and Writing</u> : Demonstrates Knowledge of the Alphabet
Work Sampling System	<u>Language and Literacy</u> : Reading
Work Sampling System for Head Start	<u>Literacy</u> : Print and Alphabet Awareness
Learning Accomplishment Profile -3	Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive; Concepts/Vocabulary: Expressive
Teaching Strategies GOLD	<u>Literacy</u> : Demonstrates Knowledge of the Alphabet

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
<u>Benchmark 3.4</u> Demonstrates emergent phonemic/ phonological awareness	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Reading Readiness <u>Language</u> : Receptive Language: Understanding Words; Communicating with Others: Verbally
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Phonological Awareness and Emergent Reading
Brigance 2010	<u>Academic/Cognitive: Literacy</u> : Identifies Rhymes; Identifies Blended Words; Identifies Beginning Sounds

Kentucky Early Childhood Standards Three and Four Crosswalk

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<u>Preschool Child Observation Record</u>	<u>Language and Literacy</u> : Showing Awareness of Sounds in Words; Using Letter Names and Sounds
Creative Curriculum Developmental Continuum, 3-5	<u>Language Development: Listening and Speaking</u> : Hears and Discriminates the Sounds of Language <u>Language Development: Reading and Writing</u> : Demonstrates Knowledge of the Alphabet
Work Sampling System	<u>Language and Literacy</u> : Listening
Work Sampling System for Head Start	<u>Language Development</u> : Listening and Understanding
Learning Accomplishment Profile -3	Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition/Communication</u> : Concepts/Vocabulary: Expressive
Teaching Strategies GOLD	<u>Literacy</u> : Demonstrates Phonological Awareness; Demonstrates Knowledge of the Alphabet

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
<u>Benchmark 3.5</u> Draws meaning from pictures, print and text	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Problem Solving/Reasoning; Reading Readiness; Discrimination/Classification: Matching and Sorting <u>Language</u> : Receptive Language: Understanding Words; Expressive Vocabulary; Communicating with Others: Verbally; Speechreading Skills; Sign Language Skills
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Sequencing
Brigance 2010	<u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books; Identifies Common Signs
<u>Preschool Child Observation Record</u>	<u>Creative Representation</u> : Drawing and Painting Pictures <u>Language and Literacy</u> : Demonstrating Knowledge About Books; Reading
Creative Curriculum Developmental Continuum, 3-5	<u>Language Development: Reading and Writing</u> : Demonstrates Understanding of Print Concepts; Uses Emerging Reading Skills to Make Meaning from Print; Comprehends and Interprets Meaning from Books and Other Texts
Work Sampling System	<u>Language and Literacy</u> : Reading; Writing

Kentucky Early Childhood Standards Three and Four Crosswalk

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Work Sampling System for Head Start	<u>Literacy</u> : Book Knowledge and Appreciation; Early Writing
Learning Accomplishment Profile -3	Cognitive Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Problem Solving/Reasoning <u>Cognition/Communication</u> : Concepts/Vocabulary: Expressive <u>Communication</u> : Conversation Skills
Teaching Strategies GOLD	<u>Literacy</u> : Demonstrates Knowledge of Print and Its Uses; Comprehends and Responds to Books and Other Texts

Language Arts Standard 3: Demonstrates general skills and strategies of the reading process	
Benchmark 3.6 Tells and retells a story	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Reading Readiness <u>Language</u> : Receptive Language: Understanding Words; Communicating with Others: Verbally; Expressive Vocabulary
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Sequencing <u>Cognitive</u> : Recalling Events <u>Cognitive</u> : Play
Brigance 2010	<u>Academic/Cognitive</u> : <u>Literacy</u> : Response to and Experience with Books
Preschool Child Observation Record	Creative Representation: Pretending <u>Language and Literacy</u> : Demonstrating Knowledge About Books
Creative Curriculum Developmental Continuum, 3-5	<u>Language Development: Reading and Writing</u> : Comprehends and Interprets Meaning from Books and Other Texts
Work Sampling System	<u>Language and Literacy</u> : Reading
Work Sampling System for Head Start	<u>Literacy</u> : Book Knowledge and Appreciation
Learning Accomplishment Profile -3	Language

Kentucky Early Childhood Standards Three and Four Crosswalk

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Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition/Communication</u> : Attention & Memory: Auditory
Teaching Strategies GOLD	<u>Literacy</u> : Comprehends and Responds to Books and Other Texts

Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.1 Understands that the purpose of writing is communication	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Reading Readiness <u>Language</u> : Sign Language Skills
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Phonological Awareness and Emergent Reading
Brigance 2010	
Preschool Child Observation Record	<u>Language and Literacy</u> : Writing
Creative Curriculum Developmental Continuum, 3-5	<u>Language Development: Reading and Writing</u> : Demonstrates Understanding of Print Concepts; Understands the Purpose of Writing
Work Sampling System	<u>Language and Literacy</u> : Reading; Writing
Work Sampling System for Head Start	<u>Literacy</u> : Print and Alphabet Awareness; Early Writing
Learning Accomplishment Profile -3	Language
Carolina Curriculum for Preschoolers with Special Needs	
Teaching Strategies GOLD	<u>Literacy</u> : Demonstrates Knowledge of Print and Its Uses; Demonstrates Emergent Writing Skills

Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process

Kentucky Early Childhood Standards Three and Four Crosswalk

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Benchmark 4.2 Produces marks, pictures and symbols that represent print and ideas	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Writing Skills <u>Fine Motor</u> : Pre-Writing
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Phonological Awareness and Emergent Reading <u>Fine Motor</u> : Emergent Writing
Brigance 2010	<u>Physical Development</u> : <u>Fine Motor Skills</u> : Pre-handwriting; Draws a Person
Preschool Child Observation Record	<u>Creative Representation</u> : Drawing and Painting Pictures <u>Language and Literacy</u> : Writing
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development</u> : Representation and Symbolic Thinking: Makes and Interprets Representations <u>Language Development</u> : Reading and Writing: Understands the Purpose of Writing; Writes Letters and Words
Work Sampling System	<u>Language and Literacy</u> : Writing
Work Sampling System for Head Start	<u>Literacy</u> : Early Writing
Learning Accomplishment Profile -3	Pre-Writing
Carolina Curriculum for Preschoolers with Special Needs	<u>Fine Motor</u> : Visual-Motor Skills
Teaching Strategies GOLD	<u>Cognitive</u> : Uses Symbols and Images to Represent Something Not Present <u>Literacy</u> : Demonstrates Emergent Writing Skills

Language Arts Standard 4: Demonstrates competence in the beginning skills and strategies of the writing process	
Benchmark 4.3 Explores the physical aspect of writing	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Writing Skills <u>Fine Motor</u> : Pre-Writing

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Assessment, Evaluation, and Programming Systems, 3-6	<u>Fine Motor</u> : Emergent Writing
Brigance 2010	<u>Physical Development: Fine Motor Skills</u> : Pre-handwriting; Copies Forms
<u>Preschool Child Observation Record</u>	<u>Creative Representation</u> : Drawing and Painting Pictures <u>Language and Literacy</u> : Writing
Creative Curriculum Developmental Continuum, 3-5	<u>Physical Development: Fine Motor</u> : Uses Tools for Writing and Drawing <u>Language Development: Reading and Writing</u> : Writes Letters and Words
Work Sampling System	<u>Language and Literacy</u> : Writing <u>Physical Development and Health</u> : Fine Motor Development
Work Sampling System for Head Start	<u>Literacy</u> : Early Writing <u>Physical Health and Development</u> : Fine Motor Skills
Learning Accomplishment Profile -3	Pre-Writing
Carolina Curriculum for Preschoolers with Special Needs	<u>Fine Motor</u> : Grasp & Manipulation; Visual-Motor Skills
Teaching Strategies GOLD	<u>Physical</u> : Demonstrates Fine-Motor Strength <u>Literacy</u> : Demonstrates Emergent Writing Skills

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.1 Demonstrates independent behavior	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Attention <u>Social</u> : Attachment/Adaptive Skills; Self-Identification; Responsibility/Rules; Social Interactions and Play; Social Manners; Social Language; Personal Welfare/Safety <u>Self Help</u> : Dressing; Undressing; Eating; Drinking; Grooming; Toileting; Oral Hygiene; Nasal Hygiene
Assessment, Evaluation, and Programming Systems, 3-6	<u>Adaptive</u> : Mealtime; Personal Hygiene; Dressing and Undressing <u>Social</u> : Interaction and Environment; Knowledge of Self and Others

Kentucky Early Childhood Standards Three and Four Crosswalk

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Brigance 2010	<u>Language Development</u> : Personal Data Response <u>Daily Living</u> : Feeding/Eating; Undressing; Dressing; Unfastening; Fastening; Toileting; Bathing; Grooming <u>Social and Emotional Development</u> : General Social and Emotional Development; Initiative and Engagement Skills and Behaviors
Preschool Child Observation Record	<u>Initiative</u> : Making Choices and Plans; Solving Problems with Materials; Initiating Play; Taking Care of Personal Needs
Creative Curriculum Developmental Continuum, 3-5	<u>Social/Emotional Development: Sense of Self</u> : Shows Ability to adjust to New Situations; Stands Up for Rights <u>Social/Emotional Development: Responsibility for Self and Others</u> : Demonstrates Self-Direction and Independence; Takes Responsibility for Own Well-Being; Respects and Cares for Classroom Environment and Materials; Follows Classroom Routines; Follows Classrooms Rules <u>Cognitive Development: Learning and Problem Solving</u> : Applies Knowledge or Experience to a New Context
Work Sampling System	<u>Personal and Social Development</u> : Self Concept; Self Control <u>Physical Development and Health</u> : Personal Health and Safety
Work Sampling System for Head Start	<u>Social and Emotional Development</u> : Self Concept; Self Control <u>Approaches to Learning</u> : Initiative and Curiosity <u>Physical Health and Development</u> : Health Status and Practices
Learning Accomplishment Profile -3	Self Help Personal/Social
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal-Social</u> : Self-Regulation & Responsibility; Interpersonal Skills; Self-Concept; Self-Help: Eating; Self-Help: Dressing; Self-Help: Grooming; Self-Help: Toileting <u>Cognition</u> : Problem Solving/Reasoning
Teaching Strategies GOLD	<u>Social Emotional</u> : Regulates Own Emotions and Behaviors <u>Cognitive</u> : Demonstrates Positive Approaches to Learning

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.2 Shows social cooperation	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Attention <u>Cognitive/Language</u> : Communicating through Rhythm <u>Social</u> : Attachment/Adaptive Skills; Responsibility/Rules; Social Interactions and Play; Social Manners; Social Language; Personal Welfare/Safety
Assessment, Evaluation, and Programming Systems, 3-6	<u>Social Communication</u> : Social-Communicative Interactions <u>Social</u> : Interaction with Others; Participation: Interaction and Environment; Knowledge of Self and Others
Brigance 2010	<u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors; Initiative and Engagement Skills and Behaviors

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Preschool Child Observation Record	<u>Initiative</u> : Initiating Play; Taking Care of Personal Needs <u>Social Relations</u> : Relating to Adults; Relating to Other Children; Resolving Interpersonal Conflict; Understanding and Expressing Feelings <u>Creative Representation</u> : Pretending <u>Language and Literacy</u> : Listening to and Understanding Speech
Creative Curriculum Developmental Continuum, 3-5	<u>Social/Emotional Development: Sense of Self</u> : Shows Ability to Adjust to New Situations; Demonstrates Appropriate Trust in Adults; Recognizes Own Feelings and Manages Them Appropriately <u>Social/Emotional Development: Responsibility for Self and Others</u> : Follows Classroom Routines; Follows Classrooms Rules <u>Social/Emotional Development: Pro-social Behavior</u> : Plays Well with Other Children; Recognizes the Feelings of Others and Responds Appropriately; Shares and Respects the Rights of Others
Work Sampling System	<u>Personal and Social Development</u> : Self Control; Interaction with Others; Social Problem-Solving <u>Social Studies</u> : Citizenship and Government
Work Sampling System for Head Start	<u>Social and Emotional Development</u> : Self Control; Cooperation; Social Relationships
Learning Accomplishment Profile -3	Personal/Social
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal-Social</u> : Self-Regulation & Responsibility; Interpersonal Skills; Self-Concept <u>Cognition</u> : Functional Use of Objects & Symbolic Play <u>Communication</u> : Conversation Skills <u>Gross Motor</u> : Upright: Outdoor Play
Teaching Strategies GOLD	<u>Social Emotional</u> : Regulates Own Emotions and Behaviors; Establishes and Sustains Positive Relationships; Participates Cooperatively and Constructively in Group Situations

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.3 Applies social problem solving skills.	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Social</u> : Attachment/Adaptive Skills; Responsibility/Rules; Social Interactions and Play; Social Manners; Social Language; Personal Welfare/Safety
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Problem Solving <u>Social</u> : Interaction with Others
Brigance 2010	<u>Social and Emotional Development</u> : General Social and Emotional Development
Preschool Child Observation Record	<u>Initiative</u> : Solving Problems with Materials <u>Social Relations</u> : Resolving Interpersonal Conflict; Understanding and Expressing Feelings

Kentucky Early Childhood Standards Three and Four Crosswalk

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Creative Curriculum Developmental Continuum, 3-5	<u>Social/Emotional Development: Sense of Self: Stands Up for Rights</u> <u>Social/Emotional Development: Pro-social Behavior</u> : Recognizes the Feelings of Others and Responds Appropriately; Shares and Respects the Rights of Others; Uses Thinking Skills to Resolve Conflicts <u>Cognitive Development: Learning and Problem Solving</u> : Approaches Problems Flexibly
Work Sampling System	<u>Personal and Social Development</u> : Approaches to Learning; Social Problem-Solving
Work Sampling System for Head Start	<u>Social and Emotional Development</u> : Cooperation <u>Approaches to Learning</u> : Engagement and Persistence
Learning Accomplishment Profile -3	Self Help Personal/Social
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal-Social</u> ; Interpersonal Skills
Teaching Strategies GOLD	<u>Social Emotional</u> : Participates Cooperatively and Constructively in Group Situations <u>Cognitive</u> : Demonstrates Positive Approaches to Learning

Health/Mental Wellness Standard 1: Demonstrates health/mental wellness in individual and cooperative social environments	
Benchmark 1.4 Shows a sense of purpose (future – hopefulness)	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Problem Solving/Reasoning; Attention <u>Social</u> : Attachment/ Adaptive Skills; Responsibility/Rules; Social Interactions and Play
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Problem Solving <u>Social</u> : Knowledge of Self and Others
Brigance 2010	<u>Social and Emotional Development</u> : General Social and Emotional Development; Initiative and Engagement Skills and Behaviors
Preschool Child Observation Record	<u>Initiative</u> : Making Choices and Plans; Solving Problems with Materials
Creative Curriculum Developmental Continuum, 3-5	<u>Social/Emotional Development: Responsibility for Self and Others</u> : Demonstrates Self-Direction and Independence <u>Cognitive Development: Learning and Problem Solving</u> : Approaches Problems Flexibly; Shows Persistence in Approaching Tasks
Work Sampling System	<u>Personal and Social Development</u> : Self Concept; Approaches to Learning

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Work Sampling System for Head Start	<u>Social and Emotional Development</u> : Self Concept <u>Approaches to Learning</u> : Initiative and Curiosity; Engagement and Persistence; Reasoning and Problem Solving
Learning Accomplishment Profile -3	Personal/Social
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal-Social</u> : Interpersonal Skills; Self-Concept <u>Cognition</u> : Problem Solving/Reasoning
Teaching Strategies GOLD	<u>Cognitive</u> : Demonstrates Positive Approaches to Learning

Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.1 Demonstrates an understanding of numbers and counting	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Math Readiness
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Sequencing; Pre-math
Brigance 2010	<u>Academic/Cognitive: Mathematical Concepts</u> : Number Concepts; Quantitative Concepts
Preschool Child Observation Record	<u>Science and Mathematics</u> : Counting
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Logical Thinking</u> : Uses One-to-One Correspondence; Uses Numbers and Counting
Work Sampling System	<u>Mathematical Thinking</u> : Mathematical Processes; Number and Operations
Work Sampling System for Head Start	<u>Mathematics</u> : Problem Solving; Number and Operations
Learning Accomplishment Profile -3	Cognitive

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Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Visual Perception: Matching and Sorting; Number Concepts <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive
Teaching Strategies GOLD	<u>Mathematics</u> : Uses Number Concepts and Operations

Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.2 Recognizes and describes shapes and spatial relationships	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Math Readiness <u>Language</u> : Receptive Language: Understanding Words <u>Fine Motor</u> : Blocks/Puzzles
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Concepts
Brigance 2010	<u>Academic/Cognitive: Mathematical Concepts</u> : Time; Shape Concepts; Directional/Positional Concepts
Preschool Child Observation Record	<u>Science and Mathematics</u> : Identifying Position and Direction
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Logical Thinking</u> : Classifies Objects; Shows Awareness of Position in Space
Work Sampling System	<u>Mathematical Thinking</u> : Geometry and Spatial Relations
Work Sampling System for Head Start	<u>Mathematics</u> : Geometry and Spatial Sense
Learning Accomplishment Profile -3	Cognitive Language

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Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Visual Perception: Blocks & Puzzles; Visual Perception: Matching & Sorting; Problem Solving/Reasoning; Number Concepts <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive
Teaching Strategies GOLD	<u>Cognitive</u> : Uses Classification Skills <u>Mathematics</u> : Explores and Describes Spatial Relationships and Shapes

Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.3 Uses the attributes of objects for comparison and patterning	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Problem Solving/Reasoning; Discrimination/Classification: Matching and Sorting; Discrimination/Classification: Size; Discrimination/Classification: Associative; Math Readiness <u>Language</u> : Communicating with Others: Verbally <u>Fine Motor</u> : Pre-Writing; Blocks/Puzzles; Stringing Beads; Perceptual Motor: Tactile
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Concepts; Categorizing; Sequencing <u>Social -Communication</u> : Production of Words, Phrases, and Sentences
Brigance 2010	<u>Language Development</u> : Colors; Classifying; <u>Academic/Cognitive: Literacy</u> : Visual Discrimination (Forms and Uppercase Letters) <u>Academic/Cognitive: Mathematical Concepts</u> : Shape Concepts
Preschool Child Observation Record	<u>Science and Mathematics</u> : Sorting Objects; Identifying Patterns; Comparing Properties, Identifying Sequence, Change, and Causality; Identifying Natural and Living Things
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Logical Thinking</u> : Classifies Objects; Compares/Measures; Arranges Objects in a Series; Recognizes Patterns and Can Repeat Them
Work Sampling System	<u>Mathematical Thinking</u> : Patterns, Relationships, and Functions; Geometry and Spatial Relations; Measurement <u>Scientific Thinking</u> : Inquiry
Work Sampling System for Head Start	<u>Mathematics</u> : Geometry and Spatial Sense; Patterns; Measurement <u>Science</u> : Scientific Knowledge
Learning Accomplishment Profile -3	Cognitive Language

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Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Attention & Memory: Visual/Spatial; Visual Perception: Blocks & Puzzles; Visual Perception: Matching & Sorting; Problem Solving/Reasoning; Number Concepts <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive; Concepts/Vocabulary: Expressive <u>Communication</u> : Verbal Comprehension; Conversation Skills; Grammatical Structure
Teaching Strategies GOLD	<u>Cognitive</u> : Uses Classification Skills <u>Mathematics</u> : Compares and Measures; Demonstrates Knowledge of Patterns

Math Standard 1: Demonstrates general skills and uses concepts of mathematics	
Benchmark 1.4 Uses nonstandard and/or standard units to measure and describe	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Math Reasoning <u>Language</u> : Expressive Vocabulary; Communicating with Others: Verbally
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Concepts
Brigance 2010	<u>Academic/Cognitive: Mathematical Concepts</u> : Time; Quantitative Concepts
Preschool Child Observation Record	<u>Science and Mathematics</u> : Comparing Properties, Identifying Sequence, Change, and Causality
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Logical Thinking</u> : Compares/Measures; Shows Awareness of Time Concepts and Sequence
Work Sampling System	<u>Mathematical Thinking</u> : Measurement
Work Sampling System for Head Start	<u>Mathematics</u> : Measurement
Learning Accomplishment Profile -3	Cognitive
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Number Concepts <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive
Teaching Strategies GOLD	<u>Language</u> : Uses Language to Express Thoughts and Needs <u>Mathematics</u> : Compares and Measures

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Physical Education Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.1 Performs a variety of locomotor skills with control and balance	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive/Language</u> : Communicating through Rhythm <u>Gross Motor</u> : Balance/Standing; Walking/Running; Jumping; Catching/Throwing; Bilateral Play; Balance Beam; Swimming; Wheelchair Skills
Assessment, Evaluation, and Programming Systems, 3-6	<u>Gross Motor</u> : Balance and Mobility; Play Skills
Brigance 2010	<u>Physical Development: Gross Motor Skills</u> : Walking; Stairs and Climbing; Running; Jumping; Hopping; Kicking; Balance Beam; Catching; Rolling and Throwing
Preschool Child Observation Record	<u>Movement and Music</u> : Moving in Various Ways; Moving with Objects; Feeling and Expressing Steady Beat; Moving to Music
Creative Curriculum Developmental Continuum, 3-5	<u>Physical Development: Gross Motor</u> : Demonstrates Basic Locomotor Skills(Running, Jumping, Hopping, Galloping); Shows Balance While Moving; Climbs Up and Down; Pedals and Steers a Tricycle (or Others Wheeled Vehicle)
Work Sampling System	<u>The Arts</u> : Expression and Representation <u>Physical Development and Health</u> : Gross Motor Development
Work Sampling System for Head Start	<u>Creative Arts</u> : Movement <u>Physical Health and Development</u> : Gross Motor Skills
Learning Accomplishment Profile -3	Gross Motor
Carolina Curriculum for Preschoolers with Special Needs	<u>Gross Motor</u> : Upright: Posture & Locomotion; Upright: Balance; Upright: Ball Play; Upright: Outdoor Play
Teaching Strategies GOLD	<u>Physical</u> : Demonstrates Traveling Skills; Demonstrates Balancing Skills; Demonstrates Gross-Motor Manipulative Skills (Throwing and Catching)

Physical Education Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.2 Performs a variety of non-locomotor skills with control and balance	

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Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Gross Motor</u> : Balance/Standing; Catching/Throwing; Bilateral Play; Swimming (non-locomotor items); Wheelchair Skills (non-locomotor items)
Assessment, Evaluation, and Programming Systems, 3-6	<u>Gross Motor</u> : Play Skills
Brigance 2010	<u>Physical Development: Gross Motor Skills</u> : Standing; Kicking; Catching; Rolling and Throwing
Preschool Child Observation Record	<u>Movement and Music</u> : Moving in Various Ways; Moving with Objects
Creative Curriculum Developmental Continuum, 3-5	<u>Physical Development: Gross Motor</u> : Demonstrates Throwing, Kicking, and Catching Skills
Work Sampling System	<u>Physical Development and Health</u> : Gross Motor Development
Work Sampling System for Head Start	<u>Physical Health and Development</u> : Gross Motor Skills
Learning Accomplishment Profile -3	Gross Motor
Carolina Curriculum for Preschoolers with Special Needs	<u>Gross Motor</u> : Upright: Balance; Upright: Ball Play
Teaching Strategies GOLD	<u>Physical</u> : Demonstrates Balancing Skills; Demonstrates Gross-Motor Manipulative Skills

Physical Education Standard 1: Demonstrates basic gross and fine motor development	
Benchmark 1.3 Combines a sequence of several motor skills	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Problem Solving/Reasoning <u>Cognitive/Language</u> : Communicating through Rhythm <u>Gross Motor</u> : Balance/Standing; Walking/Running; Jumping; Catching/Throwing; Bilateral Play; Swimming; Wheelchair Skills

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Assessment, Evaluation, and Programming Systems, 3-6	<u>Gross Motor</u> : Balance and Mobility; Play Skills
Brigance 2010	<u>Physical Development: Gross Motor Skills</u> : Stairs and Climbing; Running; Jumping; Kicking; Balance Beam; Catching; Rolling and Throwing
<u>Preschool Child Observation Record</u>	<u>Movement and Music</u> : Moving in Various Ways; Moving with Objects; Feeling and Expressing Steady Beat; Moving to Music
Creative Curriculum Developmental Continuum, 3-5	<u>Physical Development: Gross Motor</u> : Demonstrates Basic Locomotor Skills(Running, Jumping, Hopping, Galloping); Climbs Up and Down; Pedals and Steers a Tricycle (or Others Wheeled Vehicle); Demonstrates Throwing, Kicking, and Catching Skills
Work Sampling System	<u>The Arts</u> : Expression and Representation <u>Physical Development and Health</u> : Gross Motor Development
Work Sampling System for Head Start	<u>Creative Arts</u> : Movement <u>Physical Health and Development</u> : Gross Motor Skills
Learning Accomplishment Profile -3	Gross Motor
Carolina Curriculum for Preschoolers with Special Needs	<u>Fine Motor</u> : Imitation: Motor <u>Gross Motor</u> : Upright: Posture & Locomotion; Upright: Balance; Upright: Ball Play; Upright: Outdoor Play
Teaching Strategies GOLD	<u>Physical</u> : Demonstrates Traveling Skills; Demonstrates Balancing Skills; Demonstrates Gross-Motor Manipulative Skills

Physical Education Standard 1: Demonstrates basic gross and fine motor development

Benchmark 1.4 Performs fine motor tasks using eye-hand coordination

Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Problem Solving/Reasoning; Writing Skills <u>Gross Motor</u> : Wheelchair Skills <u>Fine Motor</u> : Pre-Writing; Blocks/Puzzles; Paper Activities; Stringing Beads; Scissors; Perceptual Motor: Tactile <u>Social</u> : Social Manners <u>Self Help</u> : Dressing; Undressing; Eating; Drinking; Grooming; Toileting; Oral Hygiene; Nasal Hygiene
Assessment, Evaluation, and Programming Systems, 3-6	<u>Adaptive</u> : Mealtime; Personal Hygiene; Dressing and Undressing <u>Fine Motor</u> : Bilateral Motor Coordination; Emergent Writing

Kentucky Early Childhood Standards Three and Four Crosswalk

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Brigance 2010	<u>Physical Development: Fine Motor Skills</u> : General Eye/Finger/Hand Manipulative Skills; Block Tower Building; Pre-handwriting; Draw a Person; Copies Forms; Cuts with Scissors <u>Academic/Cognitive: Literacy</u> : Response to and Experience with Books <u>Daily Living</u> : Feeding/Eating; Unfastening; Fastening; Grooming
<u>Preschool Child Observation Record</u>	<u>Initiative</u> : Taking Care of Personal Needs <u>Movement and Music</u> : Moving with Objects <u>Language and Literacy</u> : Writing
Creative Curriculum Developmental Continuum, 3-5	<u>Physical Development: Fine Motor</u> : Controls Small Muscles in Hands; Coordinates Eye-Hand Movement; Uses Tools for Writing and Drawing <u>Language Development: Reading and Writing</u> : Writes Letters and Words
Work Sampling System	<u>The Arts</u> : Expression and Representation <u>Physical Development and Health</u> : Fine Motor Development
Work Sampling System for Head Start	<u>Creative Arts</u> : Art <u>Physical Health and Development</u> : Fine Motor Skills
Learning Accomplishment Profile -3	Fine Motor Pre-Writing Cognitive Self Help
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal-Social</u> : Self-Help: Eating; Self-Help: Dressing; Self-Help: Grooming <u>Cognition</u> : Visual Perception: Blocks & Puzzles; Problem Solving/Reasoning <u>Fine Motor</u> : Imitation: Motor; Grasp & Manipulation; Bilateral Skills; Tool Use; Visual-Motor Skills
Teaching Strategies GOLD	<u>Social-Emotional</u> : Regulates Own Emotions and Behaviors <u>Physical</u> : Demonstrates Gross-Motor Manipulative Skills; Demonstrates Fine-Motor Strength <u>Literacy</u> : Demonstrates Emergent Writing Skills

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
<u>Benchmark 1.1</u> Explores features of environment through manipulation	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Discrimination/Classification: Associative <u>Fine Motor</u> : Perceptual Motor: Tactile
Assessment, Evaluation, and Programming Systems, 3-6	<u>Fine Motor</u> : Bilateral Motor Coordination

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Brigance 2010	<u>Language Development</u> : General Speech and Language Development <u>Academic/Cognitive: Mathematical Concepts</u> : Quantitative Concepts
<u>Preschool Child Observation Record</u>	<u>Initiative</u> : Initiating Play <u>Creative Representation</u> : Making and Building Models; Drawing and Painting Pictures <u>Science and Mathematics</u> : Identifying Materials and Properties; Identifying Natural and Living Things
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Learning and Problem Solving</u> : Observes Objects and Events with Curiosity; Approaches Problems Flexibly; Explores Cause and Effect <u>Cognitive Development: Logical Thinking</u> : Compares/Measures <u>Cognitive Development: Representation and Symbolic Thinking</u> : Makes Believe with Objects
Work Sampling System	<u>Personal and Social Development</u> : Approaches to Learning <u>Mathematical Thinking</u> : Measurement <u>Scientific Thinking</u> : Inquiry
Work Sampling System for Head Start	<u>Approaches to Learning</u> : Initiative and Curiosity <u>Mathematics</u> : Measurement <u>Science</u> : Scientific Skills and Methods; Scientific Knowledge
Learning Accomplishment Profile -3	Cognitive
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal-Social</u> : Self Regulation & Responsibility <u>Cognition</u> : Visual Perception: Blocks & Puzzles; Functional Use of Objects & Symbolic Play; Problem Solving/Reasoning
Teaching Strategies GOLD	<u>Cognitive</u> : Demonstrates Positive Approaches to Learning <u>Mathematics</u> : Compares and Measures

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.2 Investigates simple scientific concepts	
Hawaii Early Learning Profile for Preschoolers, 3-6	
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Problem Solving
Brigance 2010	<u>Social and Emotional Development</u> : General Social and Emotional Development
<u>Preschool Child Observation Record</u>	<u>Initiative</u> : Solving Problems with Materials <u>Science and Mathematics</u> : Identifying Sequence, Change, and Causality; Identifying Materials and Properties; Identifying Natural and Living Things

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Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Learning and Problem Solving</u> : Explores Cause and Effect
Work Sampling System	<u>Scientific Thinking</u> : Inquiry
Work Sampling System for Head Start	<u>Science</u> : Scientific Skills and Methods; Scientific Knowledge
Learning Accomplishment Profile -3	
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Problem Solving/Reasoning <u>Communication</u> : Conversation Skills
Teaching Strategies GOLD	<u>Cognitive</u> : Demonstrates Positive Approaches to Learning

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.3 Uses a variety of tools to explore the environment	
Hawaii Early Learning Profile for Preschoolers, 3-6	
Assessment, Evaluation, and Programming Systems, 3-6	
Brigance 2010	
<u>Preschool Child Observation Record</u>	<u>Initiative</u> : Taking Care of Personal Needs <u>Creative Representation</u> : Drawing and Painting Pictures <u>Science and Mathematics</u> : Comparing Properties; Identifying Position and Direction
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Logical Thinking</u> : Compares/Measures

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Work Sampling System	<u>Mathematical Thinking</u> : Measurement <u>Scientific Thinking</u> : Inquiry <u>Social Studies</u> : Human Interdependence <u>Physical Development and Health</u> : Fine Motor Development
Work Sampling System for Head Start	<u>Approaches to Learning</u> : Reasoning and Problem Solving <u>Mathematics</u> : Measurement <u>Science</u> : Scientific Skills and Methods; Scientific Knowledge <u>Physical Health and Development</u> : Fine Motor Skills
Learning Accomplishment Profile -3	Fine Motor Pre-Writing Cognitive
Carolina Curriculum for Preschoolers with Special Needs	<u>Fine Motor</u> : Tool Use
Teaching Strategies GOLD	<u>Mathematics</u> : Compares and Measures

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.4 Collects, describes, or records information through a variety of means	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Problem Solving/Reasoning; Discrimination/Classification: Size; Discrimination/Classification: Associative <u>Language</u> : Communicating with Others: Verbally
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Categorizing
Brigance 2010	
Preschool Child Observation Record	<u>Science and Mathematics</u> : Sorting Objects; Identifying Materials and Properties; Identifying Natural and Living Things
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Logical Thinking</u> : Classifies Objects; Compares/Measures <u>Cognitive Development: Representation and Symbolic Thinking</u> : Makes and Interprets Representations
Work Sampling System	<u>Mathematical Thinking</u> : Mathematical Processes <u>Scientific Thinking</u> : Inquiry

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Work Sampling System for Head Start	<u>Mathematics</u> : Patterns <u>Science</u> : Scientific Knowledge
Learning Accomplishment Profile -3	Cognitive Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Problem Solving/Reasoning
Teaching Strategies GOLD	<u>Cognitive</u> : Uses Classification Skills; Uses Symbols and Images to Represent Something Not Present <u>Mathematics</u> : Compares and Measures

Science Standard 1: Demonstrates scientific ways of thinking and working (with wonder and curiosity)	
Benchmark 1.5 Makes and verifies predictions based on past experiences	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Discrimination/Classification: Size <u>Language</u> : Communicating with Others: Verbally
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Problem Solving
Brigance 2010	
Preschool Child Observation Record	<u>Science and Mathematics</u> : Identifying Sequence, Change, and Causality; Identifying Natural and Living Things
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Learning and Problem Solving</u> : Explores Cause and Effect; Applies Knowledge or New Experience to a New Context
Work Sampling System	<u>Scientific Thinking</u> : Inquiry
Work Sampling System for Head Start	<u>Science</u> : Scientific Knowledge
Learning Accomplishment Profile -3	Cognitive

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Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Functional Use of Objects & Symbolic Play; Problem Solving/Reasoning <u>Communication</u> : Conversation Skills
Teaching Strategies GOLD	<u>Cognitive</u> : Demonstrates Positive Approaches to Learning
Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.1 Differentiates between events that happen in the past, present and future	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Math Readiness <u>Language</u> : Expressive Vocabulary; Communicating with Others: Verbally
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Concepts; Recalling Events; Problem Solving <u>Social- Communication</u> : Social-Communicative Interactions
Brigance 2010	<u>Language Development</u> : General Speech and Language Development; Use of Objects <u>Academic/Cognitive Mathematical Concepts</u> : Time
Preschool Child Observation Record	<u>Language and Literacy</u> : Using Vocabulary <u>Science and Mathematics</u> : Identifying Sequence, Change, and Causality
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Logical Thinking</u> : Shows Awareness of Time Concepts and Sequence
Work Sampling System	
Work Sampling System for Head Start	
Learning Accomplishment Profile -3	Cognitive Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Attention & Memory: Visual/Spatial; Problem Solving/Reasoning <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive <u>Communication</u> : Grammatical Structure
Teaching Strategies GOLD	<u>Language</u> : Uses Language to Express Thoughts and Needs <u>Cognitive</u> : Remembers and Connects Experiences

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Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.2 Uses environmental clues and tools to understand surroundings	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Discrimination/Classification: Matching and Sorting; Discrimination/Classification: Size; Discrimination/Classification: Associative; Math Readiness <u>Language</u> : Receptive Language: Expressive Vocabulary; Understanding Words; Communicating with Others: Verbally; Sign Language Skills: Speech reading Skills <u>Fine Motor</u> : Perceptual Motor: Tactile
Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Categorizing; Problem Solving; Play
Brigance 2010	<u>Language Development</u> : Classifying; Use of Objects
Preschool Child Observation Record	<u>Creative Representation</u> : Pretending <u>Language and Literacy</u> : Reading <u>Science and Mathematics</u> : Identifying Position and Direction; Identifying Sequence, Change, and Causality; Identifying Materials and Properties; Identifying Natural and Living Things
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Learning and Problem Solving</u> : Observes Objects and Events with Curiosity; Explores Cause and Effect; Applies Knowledge or Experience to a New Context <u>Cognitive Development: Logical Thinking</u> : Compares/Measures <u>Cognitive Development: Representation and Symbolic Thinking</u> : Makes and Interprets Representations
Work Sampling System	<u>Mathematical Thinking</u> : Measurement <u>Scientific Thinking</u> : Inquiry <u>Social Studies</u> : Human Interdependence; People and Where They Live
Work Sampling System for Head Start	<u>Social and Emotional Development</u> : Social Relationships <u>Approaches to Learning</u> : Reasoning and Problem Solving <u>Mathematics</u> : Measurement <u>Science</u> : Scientific Skills and Methods; Scientific Knowledge
Learning Accomplishment Profile -3	Cognitive Language
Carolina Curriculum for Preschoolers with Special Needs	<u>Cognition</u> : Problem Solving/Reasoning <u>Cognition/Communication</u> : Concepts/Vocabulary: Receptive
Teaching Strategies GOLD	<u>Cognitive</u> : Demonstrates Positive Approaches to Learning; Uses Classification Skills; Uses Symbols and Images to Represent Something Not Present <u>Mathematics</u> : Compares and Measures

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives

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Benchmark 1.3 Shows an awareness of fundamental economic concepts NOTE: For most tools, related assessment items could be met without direct reference to economic concepts and were therefore NOT included for this benchmark.	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Cognitive</u> : Math Readiness <u>Social</u> : Social Interactions and Play
Assessment, Evaluation, and Programming Systems, 3-6	<u>Social</u> : Interaction with Others
Brigance 2010	<u>Academic/Cognitive: Mathematical Concepts</u> : Money (United States)
<u>Preschool Child Observation Record</u>	
Creative Curriculum Developmental Continuum, 3-5	
Work Sampling System	
Work Sampling System for Head Start	
Learning Accomplishment Profile -3	
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal- Social</u> : Self-Regulation & responsibility; Interpersonal Skills <u>Cognition</u> : Number Concepts
Teaching Strategies GOLD	

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.4 Recognizes and/or follows rules within the home, school and community	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Gross Motor</u> : Swimming; Wheelchair Skills <u>Social</u> : Attachment/Adaptive Skills; Responsibility/Rules; Social Interactions and Play; Social Manners; Social Language; Personal Welfare/Safety

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Assessment, Evaluation, and Programming Systems, 3-6	<u>Cognitive</u> : Play <u>Social</u> : Participation; Interaction and Environment
Brigance 2010	<u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors
<u>Preschool Child Observation Record</u>	<u>Initiative</u> : Initiating Play <u>Social Relations</u> : Resolving Interpersonal Conflict
Creative Curriculum Developmental Continuum, 3-5	<u>Social/Emotional Development: Responsibility for Self and Others</u> : Follows Classroom Routines; Follows Classroom Rules
Work Sampling System	<u>Personal and Social Development</u> : Self Control; Interaction with Others <u>Social Studies</u> : Human Interdependence; Citizenship and Government
Work Sampling System for Head Start	<u>Social and Emotional Development</u> : Self Control; Cooperation; Knowledge of Family and Communities
Learning Accomplishment Profile -3	Personal/Social
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal- Social</u> : Self-Regulation & responsibility; Interpersonal Skills <u>Communication</u> : Conversation Skills
Teaching Strategies GOLD	<u>Social-Emotional</u> : Regulates Own Emotions and Behaviors; Participates cooperatively and Constructively in Group Situations <u>Cognitive</u> : Remembers and Connects Experiences

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
<u>Benchmark 1.5</u> Demonstrates understanding of the roles and relationships within his/her family and/or community	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Language</u> : Sign Language Skills <u>Social</u> : Attachment/Adaptive Skills; Self-Identification
Assessment, Evaluation, and Programming Systems, 3-6	<u>Social</u> : Knowledge of Self and Others
Brigance 2010	<u>Language Development</u> : Personal Data Response <u>Social and Emotional Development</u> : Play Skills and Behaviors

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Preschool Child Observation Record	
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Representation and Symbolic Thinking</u> : Takes on Pretend Roles and Situations
Work Sampling System	<u>Social Studies</u> : Human Interdependence
Work Sampling System for Head Start	<u>Social and Emotional Development</u> : Knowledge of Family and Communities
Learning Accomplishment Profile -3	Personal/Social
Carolina Curriculum for Preschoolers with Special Needs	
Teaching Strategies GOLD	<u>Social-Emotional</u> : Establishes and Sustains Positive Relationships <u>Cognitive</u> : Uses Symbols and Images to Represent Something Not Present

Social Studies Standard 1: Demonstrates basic understanding of the world in which he/she lives	
Benchmark 1.6 Knows that diversity exists in the world	
Hawaii Early Learning Profile for Preschoolers, 3-6	<u>Social</u> : Self-identification <u>Self Help</u> : Toileting (identify rest room by gender)
Assessment, Evaluation, and Programming Systems, 3-6	<u>Social</u> : Knowledge of Self and Others
Brigance 2010	<u>Language Development</u> : Personal Data Response <u>Social and Emotional Development</u> : General Social and Emotional Development; Play Skills and Behaviors
Preschool Child Observation Record	
Creative Curriculum Developmental Continuum, 3-5	<u>Cognitive Development: Representation and Symbolic Thinking</u> : Takes on Pretend Roles and Situations

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Work Sampling System	<u>Social Studies</u> : People, past and present; Human Interdependence
Work Sampling System for Head Start	<u>Social and Emotional Development</u> : Knowledge of Family and Communities
Learning Accomplishment Profile -3	Personal/Social
Carolina Curriculum for Preschoolers with Special Needs	<u>Personal- Social</u> : Interpersonal Skills; Self-Concept
Teaching Strategies GOLD	<u>Cognitive</u> : Uses Symbols and Images to Represent Something Not Present

Additional Resources Sources of Training and Technical Assistance

- Early Childhood Regional Training Centers
- Child Care Aware of Kentucky
- Head Start Technical Assistance and Resource Specialists (HSTARS)
- Kentucky Universities
- Kentucky Community and Technical College System Institutions
- National Early Childhood Technical Assistance Center
- Region IV Head Start

Other Resources

- National Association for the Education of Young Children, <http://www.NAEYC.org/>
- Division of Early Childhood of the Council for Exceptional Children, <http://www.dec-sped.org/>
- Zero to Three, <http://www.zerotothree.org/>
- The Kentucky Department of Education, <http://www.education.ky.gov/>
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